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A MOST DANGEROUS METHOD

Most academics would just as soon forget the queasy intensity with which they both loved and hated their favorite professor in graduate school. To remember would mean recognizing how much their own graduate students hunger for their approval while longing to supplant them; how much students compete for their favor while winding around them ambiguous garlands of gossip. It would mean acknowledging that professors are often drawn to their protégés for reasons of their own—narcissistic, faintly unwholesome reasons not easily assimilable to a model of pure-hearted pedagogy.

If she is prudent, a professor won't speak too much in public about any feelings of identification or desire a student has stirred in her. Especially not now, when everyone is at such pains to avoid eroticizing the classroom. Better for an academic to err in the direction of a selfless, sexless schoolmarm than in that of a Miss Jean Brodie, triangulating her passions through the bodies of her girls. A prudent professor won't look too closely at the relationship whose potential for immoderation and transference German academics acknowledge by calling their thesis advisers *Doktor-Vaters*.

But Jane Gallop, the feminist theorist and literary critic, is not especially prudent.

Continued on page 24

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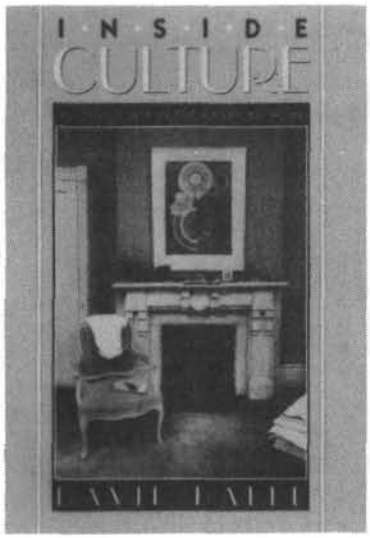

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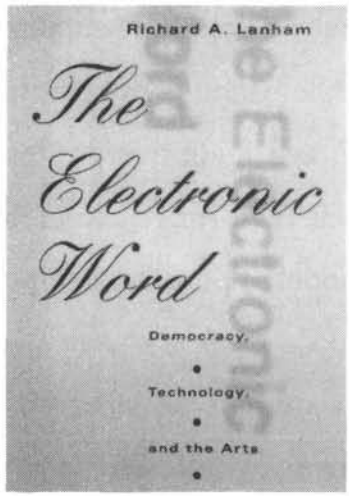

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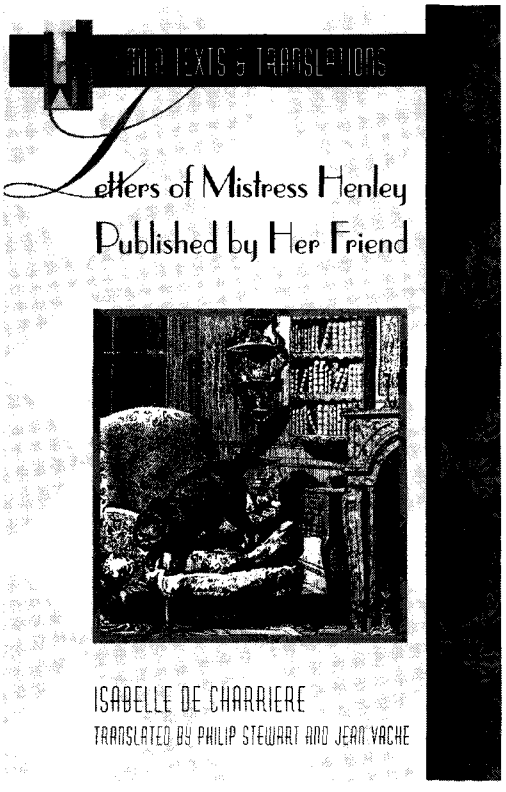
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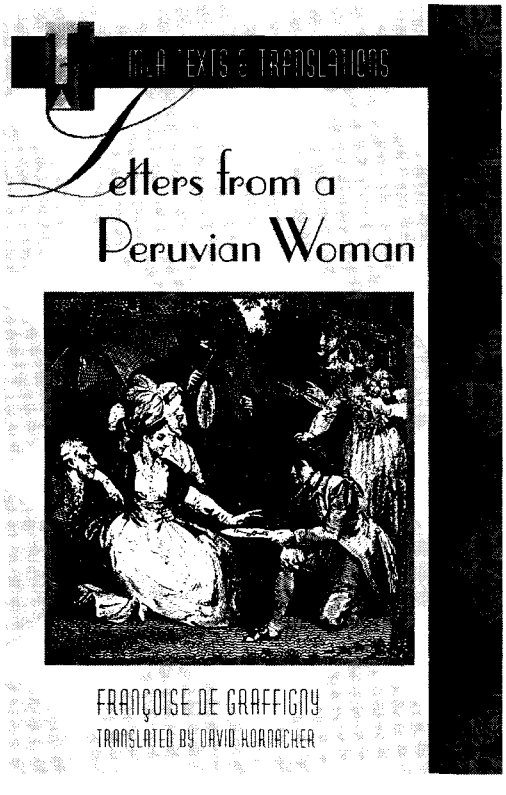

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Letters to the *Editor*

HAROLD AND THE RED PENCIL

The small piece by James Marcus [Inside Publishing, November/December] is comic in a malicious vein or else is seriously mistaken. The Consorzio [Venezia Nuova] says Marcus never called them. And he writes that I was "unavailable" to him. I was not asked to speak to him. I am ill and perhaps would have asked Bridget Love or Deborah Earl in the Wylie, Aitken & Stone [literary agency] office to speak to him for me if I had been asked.

The Consorzio does not do anything in pursuit of profit. It is prohibited by Italian law from profiting from any of its operations, all of which have to do with the preservation of Venice and the lagoon, menaced as they are by a number of woes, ranging from pollution to flooding to the flight of the city's population. The Consorzio has nothing to do with "burnishing" an image of Venice. The image needs no burnishing. The Consorzio publishes a specially commissioned book privately at Christmastime—a book concerned with Venice, and more affectionate than not—to give as a gift to its sponsors and allies and to such figures as the patriarch of Venice, the cardinal. Later the book is published in Italy, although this did not apply in the case of my book, since the Consorzio did not publish a finished version of the book but only a draft.

The Consorzio has been doing its Christmas books for four years now. The first book was a memoir by Joseph Brodsky and was later published in English as *Watermark*. The second was by a Frenchman named André Chastel, an art historian and photographer, now dead. The third, by the conductor Sinopoli, was called *Parsifal a Venezia*, and again was a memoir. I was the fourth writer commissioned, and I was given a choice of doing a traveler's essay or a piece of fiction. The head of the Consorzio hoped I would do a piece of fiction, since that was the part of my work he and others in Italy knew. It was because of regard for my fiction that I was approached to do this book.

The minimum length for these Christmas books is 120 pages—a good length, an interesting length, a possible length. One is asked to come to Venice for a few months, not "several," and one has to promise not to stay. I went for two months and then had from March to November to write a book of fiction. The Consorzio encouraged me to do a full-length book, one that turned out to be 300 pages long. Of course, I could not finish such a book in that amount of time, and what was published was the third of five drafts, with perhaps a third or more of the book having almost a finished quality and the rest being sketched in.

Do I really have to point out that there is a very old tradition of Venice as subject and object of regard for painters and poets and dramatists and novelists? Recently both Robert Coover and Erica Jong published books, narratives set in Venice. It is an old, old tradition—think of Shakespeare and his interest in Venice and in Verona: three plays right there. Except in a comic or illiterate sense, one can't speak of interest in Venice as boosterism or chauvinism.

I also don't believe Bridget Love was quoted with any accuracy. The book as it stands now will be published in Germany, Italy, England, and [in the U.S.] in 1994, and in France and the Netherlands the year after.

Harold Brodkey

James Marcus *replies:*

I am sorry that my Inside Publishing piece caused Mr. Brodkey such distress, since its intent was unmalicious and only mildly comic. As for my serious mistakes, Brodkey is only partly on the

Continued on page 56

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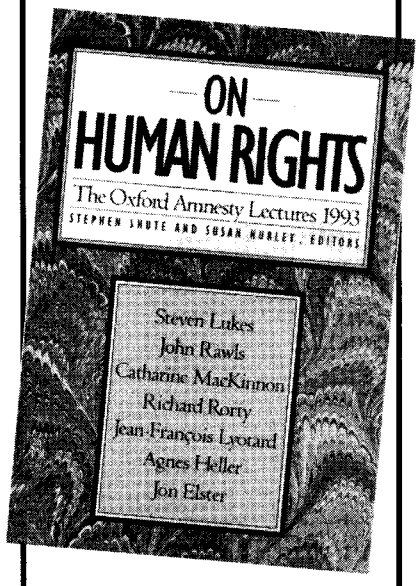

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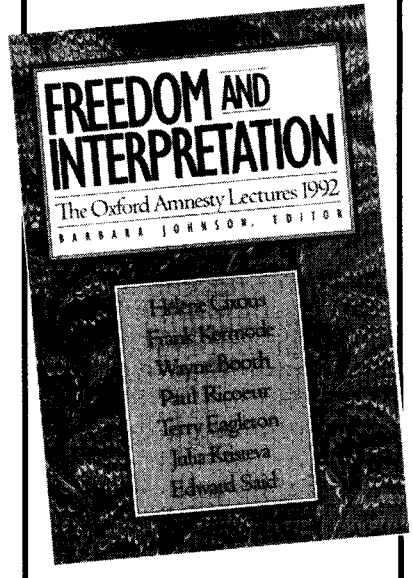

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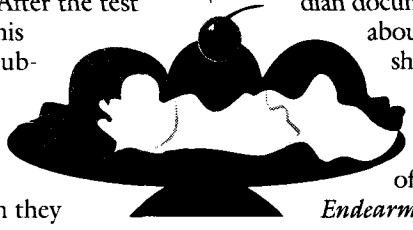
Field *Notes*

AH, JEAN HARRIS

AVOID AVOCADOS, DON'T skip breakfast, weigh yourself in the morning—every dieter knows a few rules. May we suggest another? Beware Professor Todd Heatherton of Harvard University. Heatherton is a psychologist who tortures dieters. He makes them unhappy and then watches to see if they binge.

In one experiment, Heatherton tells a subject she will have to give a speech to her peers on a topic chosen at the last minute. But first, he says, ushering her, alone, into a waiting room containing bowls of ice cream, she must rate each of these flavors in a taste test. As the time for the speech gets closer, Heatherton turns on tape-recorded sounds of people shuffling down the corridor. Most of the time the anxious dieter starts to stuff herself.

In another experiment, Heatherton has subjects work on a mechanical puzzle his mother-in-law gave him one Christmas. He tells them they should be able to solve it in five minutes—eight minutes, tops. Naturally, he's lying. "My first time, it took me a couple hours to solve," he says, cradling the device. "I've never had a subject solve it." After the test he offers his defeated subjects ice cream and measures how much they eat. Ice cream is Heatherton's temptation of choice because everyone knows it's fattening, it can be easily weighed before and after the experiment, and it cannot be smuggled out of the testing room.



Heatherton thought of having subjects look at themselves while wearing bikinis, but rejected the idea as too cruel.

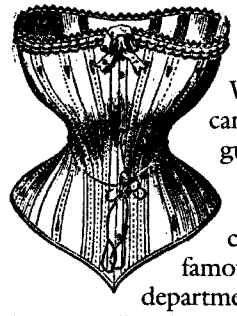
Heatherton has shut dieters in small cubicles while they watched a Canadian documentary about bighorn sheep. He plans to screen the sad parts of *Terms of Endearment*. Not all of the experiments Heatherton performs are his creations: Some are mood-testing cruelties well established in the psychological literature. Sad music, for example, has been used since the 1970s for emotion experiments; Prokofiev's "Russia Under the Mongolian Yoke: Field of the Dead" has become something of a mood-inducing classic. Heatherton once toyed with the idea of having subjects look at themselves in the mirror while wearing bikinis, but rejected it as too cruel. Other ideas that got away? He is reluctant to discuss them. "I don't want to say any of them seem too outlandish in case I want to use them later," he says.

Heatherton's experiments focus on eating, but their larger goal is to analyze "disinhibition" in general—what it is that causes people to do irrational, self-destructive things. "Why do people who are worried about getting AIDS become sexually promiscuous?" Heatherton wants to know. "Why do people drive when they've been drinking?" The purpose of varying the torture is to identify the effects of different kinds of emotional stress: stress involving self (I

DEPARTMENT STORES

IT WAS JUST A SMALL ITEM IN THE *CHICAGO TRIBUNE*, BUT AN EVOCATIVE ONE FOR UNIversity departments facing budget cuts. The Chinese Education Ministry, it seems, told Beijing University's international politics faculty to concentrate on the future of Marxism rather than on its more lucrative sideline—selling women's underwear. It also ordered the university's history department (so far without result) to give up its profitable venture—a gift and souvenir shop.

A few years ago most American academics would have condemned such ventures as a Great Leap Backward. Today they are no doubt more interested in copying the Chinese example. To be sure, this still leaves open the question of what one might profitably sell in a history- or English-department gift shop besides toy soldiers and literary calendars. Why not little Wellesian snow domes with 1:200-scale replicas of famous American Historical Association panels? Or how about a lavishly illustrated guide to *One Hundred New Subject Positions,* or the complete set of *Worst Oral Examination Videos*? And while we're at it, why not include those now quite rare and valuable "Death of the Author" condolence cards, perhaps nestled beside miniature holograms of famous lit-crit figures? And that's only the beginning. Next to come: departmental 900 numbers.



—R. J. Lambrose

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am too stupid to solve this puzzle); stress focused on someone else (Debra Winger is dying of cancer); stress induced by physical terror (Jason is coming to get me). Overeating is provoked by many of the same emotions as more dangerous behavior, Heatherton believes, but has the advantage of being controllable under laboratory conditions, and safer. "You can't have people engage in promiscuous, risky sex. You can't have people drink and drive. It's just hard to do," says Heatherton.

—Lou Jacobson

CECI N'EST PAS UNE CONFÉRENCE

IN JANUARY 1947 ANTONIN Artaud fell to pieces during his last public appearance, reading his poetry at a small theater in Paris, and André Gide helped him off the stage. Forty-six years later, at a conference on ethnographic surrealism at Columbia University last November, falling to pieces was elevated to scholarly technique. In one presentation, New York University performance studies grad student Milene Fernandez interspersed short passages from her paper on Artaud with screaming, wailing, and periods of silence lasting as long as a minute. Fernandez rejected the podium, stood mid-stage, and read (sometimes straightforwardly, sometimes as though in the throes of some unmanageable emotion) from a continuous fan-fold printout that she held like a scroll. Every now and then she paused to writhe, twisting her knees inward and her shoulders to her chest.

During the question-and-answer period afterward, several members of the audience congratulated her. "I really liked the way you looked in front of that black backdrop," said one. "Yeah," said another. "You really captured Artaud's scream."

Not everyone in the room was charmed. "This is the kind of thing that gives performance studies a bad name," grumbled one audience member to a reporter. But when Columbia anthropology professor Michael Taussig opened the conference with a devil-

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Field *Notes*

may-care click of a shaman's rattle, he also transformed the speakers into actors-for-a-day. Ethnographic surrealism, aphorized Taussig, is "not about the crisis of representation. It's about the representation of a crisis." Asked in a telephone interview afterward what that crisis was, he remained epigrammatic: "The problem lies in the art of being able to articulate the crisis."

Later on in the two-day event, University of Texas at Austin anthropology professor Katie Stewart read an ethnographic "poem" about life in West Virginia. (It sounded a lot like a paper, but most listeners suspended their disbelief.) John Szwed of Yale University screened excerpts from a 1973 movie (part sci-fi, part Western, part blaxploitation) by Sun Ra and an MTV interview with Sun Ra that never aired.

When James Clifford, the director of the cultural studies program at the University of California, Santa Cruz, coined the term "ethnographic surrealism" in his 1988 book *The Predicament of Culture* (Harvard University Press), he was describing the work of a group of Marcel Mauss–influenced surrealists who, in the 1920s and 1930s, attempted to push the surrealist project beyond its usual turf in art and psychology by turning their attention to cultural systems as a whole. (He half borrowed the term, he said, from the ethnopoetics movement launched by poets Jerome Rothenberg and Dennis Tedlock; besides, he added, it "sounded good"—better than "ethnographic dadaism" or "ethnographic modernism.") While some of the 1920s surrealists did old-fashioned field work (poet Michel Leiris was secretary-archivist on Marcel Griaule's Dakar-Djibouti expedition, for example), most, like Georges Bataille and Roger Caillois ("renegade surrealists," says Clifford), stayed in France

Antonin Artaud

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and wrote about subjects closer to home—secret societies, European fascism, Paris.

The idea of ethnographic surrealism is to kick the legs out from under old categories and to provoke "the irruption of otherness," Clifford writes—in other words, to make the familiar foreign. The ethnographic surrealist does not have to go all the way to the Trobriand Islands to find the other, since "beneath the dull veneer of the real," Clifford writes, is "the possibility of another more miraculous world based on radically different principles of classification and order."

Miraculous the Columbia conference wasn't, but the papers-cum-performances did rub through the real's dull veneer, if only by dint of sheer—and intentional—abrasiveness. Clifford himself probably irrupted the most otherness when he dimmed the lights and gave a slide show of the neighbors-in-the-living-room variety and described in a monotone his recent trip to Palenque. Expecting, perhaps, more Artaudian histrionics, many in the audience turned to one another to ask what the hell *that* was all about. "The one other we don't talk about," Clifford observed, by way of explanation, "is the white tourist."

—*Lee Smith*

LATIN LOVERS

FIFTEEN HUNDRED YEARS after the Vandals sacked Rome, classical Latin is back in fashion. Two Finnish classics professors have started an all-Latin weekly news program, *Nuntii Latini*, on Radio Finland. *Iaser Arafat et Jizhak Rabin epistulas alter alteri miserunt,* began a recent segment on the pax Middle East. *Quibus Organizatio Palestinae Liberandae et Israel se invicem agnoverunt.* The show is transmitted internationally by shortwave, and it is the only Radio Finland program that gets regular fan mail from around the world. It even got a complimentary letter from that Latinist of Latinists, the pope.

The professors who started it—Tuomo Pekkanen of Jyväskylä University and Reijo Pitkäranta of Helsinki University—are in the vanguard of a mostly European movement to restore Latin to daily speech. Pekkanen teaches in Latin, writes letters in Latin, and speaks to his colleagues in Latin. "I think my Latin is better than my Finnish," he says. He would like to see Latin revived as a Pan-European language, the way Hebrew was revived in Israel, but

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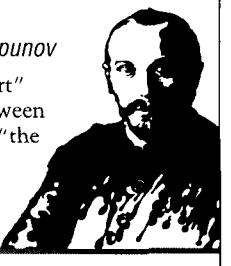

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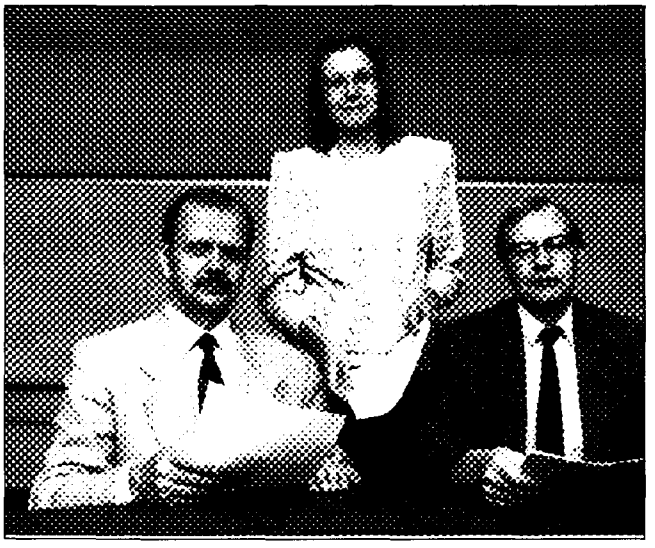
Field *Notes*

realizes that "of course, it would take considerable political will."

The show traces its origins back four years to the time Hannu Tannila, a producer for the Finnish state radio station, YLE, decided to deliver part of a broadcast in Latin as a joke. ("We don't think of it as a joke," says Pekkanen when reminded of this. "Latin is a serious business.") Tannila hired Pitkäranta to translate the broadcast for him; Pitkäranta confided to Tannila that European Latin scholars had been speaking Latin among themselves for years. Charmed by this notion, Tannila asked Pitkäranta to write an experimental news



segment in Latin, which would be inserted in a popular-science program. After the broadcast, YLE was deluged with enthusiastic phone calls from closet Finnish Latinists. Pitkäranta recruited Pekkanen, his colleague and former professor, to co-write more segments, and by June 1990 they had their own show.

"The grammar of our broadcasts is perfectly classical," says Pekkanen, "and all the words appear in classical texts. Everything, even today, can be expressed in Latin." Of course, for some concepts, words must be combined in ways their original users could not have foreseen: the Academy Awards, for example (*praemia Angariana*), and the greenhouse effect (*phaenomenum tepidarii hortensis*). Pekkanen and Pitkäranta take turns writing the shows, which are read by Pitkäranta and Pekkanen's wife, Virpi-Leena Seppälä-Pekkanen. "We wanted a young woman's voice," Pekkanen explains. "Latin has suf-

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fered from its association with older men and clerics." The professors sometimes share writing and anchoring work with their students, ensuring a supply of trained Latin newswriters for the future.

A mass-market Latin radio show is a dream fulfillable perhaps only in Finland, where half the population has studied Latin in school. Still, Pekkanen reckons that 15 million other Europeans are capable of understanding the program. Even America may have an untapped market for *Nuntii Latini*: Ed Murphy, for example, an earnest literature major who graduated from the University of South Florida last year, tapes the show off his shortwave radio and translates it for fun. "To see Latin used is something we don't get enough exposure to," he says.

—Diana ben-Aaron

Iaser Arafat et Jizhak Rabin epistulas alter alteri miserunt, ***began a segment on the pax Middle East.***

AWAITING THE FABIO INSTITUTE

IMAGINE DANIELLE STEEL moving to the British Isles, discovering Christianity, and deciding the sexiest thing in the world is an English country clergyman, and you may be able to conjure up Susan Howatch. Howatch, a best-selling romance novelist, author of *Glamorous Powers* and *The Devil on Lammas Night,* among other Christian popular fictions, gave Cambridge University £1 million last March to found a lectureship named after a fictional village where many of her novels are set—and if you can picture Steele doing the same thing for, say, Yale, you might grasp the dimensions of the public-relations swamp into which Cambridge swiftly sunk.

The lectureship, in theology and natural science, is named for the made-up town of Starbridge—"radiant, ravishing Starbridge, immortalised by famous artists, photographed by innumerable visitors and lauded by guide-books as the most beautiful city west of the Avon," as Howatch describes it in *Glittering Images.* The lectureship's purpose is broadly defined as the "search for greater understanding of our current existence"—a goal to

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be achieved by studying the points of contact between science and religion. "In the twentieth century everyone's been sitting in their little boxes," is how Howatch explains her choice of an interdisciplinary endowment. "In the twenty-first century they're going to come out of their boxes and meet. It's all to do with knowledge, isn't it? And wisdom."

Predictably, the lectureship has inspired considerable mockery in the British press, especially on the letters page of *The Independent*, a London daily newspaper. "Remodeling the emperor's new clothes," sniffed University of Manchester physics professor Andrew Alton. "If money could buy wisdom, no doubt the world would be stuffed full of it," wrote Robert Landbeck. "Let Mrs. Howatch tell the children in Somalia what she has done with her million," expostulated Larry Adler. "Visualize them jumping up and down with joy, providing they have the energy, and crying, 'Oh, goody! A lectureship in theology! Better than food any day.'"

Susan Howatch

Much of the burden of university-to-media diplomacy has fallen on Fraser Watts, Cambridge's first Starbridge Lecturer, appointed last August, and Watts has gotten a little defensive. An experimental psychologist and the author of *The Psychology of Religious Knowing*—"a mapping of religious awareness onto the concepts of cognitive psychology," as he describes it—Watts disagrees with biologically reductive explanations of religious experience and wants to use his new position to combat scientific dismissiveness. "Many scientists seem to think that science is incompatible with a religious view of humanity, but if you look carefully at their actual research, it generally gives no support at all to that position," he stated when his appointment was announced. "It is clear that people are not just machines."

There has been a movement afoot for some time at Cambridge to turn the teaching of an undergraduate course on science and theology into a full-fledged university position. But as John Polkinghorne—president of Queen's College, elementary-particle physicist, and prime mover behind the science-and-theology lobby—says, it would have been "some considerable time in the future" before a lectureship was established had not he and Howatch met at a dinner party one night and discovered themselves to be kindred spirits. When Howatch offered an endowment, Polkinghorne was only too happy to put her in touch with the appropriate authorities.

For her part, Howatch just feels "sorry for" the narrow-minded critics—"atheists, mostly"—who've raised doubts about the position. She reckons they feel "threatened" by what her endowment stands for, and she is full of proposals for her protégé discipline. "You could look at the gas chambers," she suggests. "One person could look at the chemistry of the cyanide, or whatever it was they used, and what it did to people, and someone else could maybe look at why people behaved like that."

—Bruno Maddox

BINDING AND GAGGING

BACK IN THE LATE 1960S, WHEN RUMORS OF A DRUG raid spread through our college campus, one of our friends divided up his marijuana into small packets and placed them in a dozen library books that had not been borrowed in recent years. When the green scare ebbed he returned to the stacks, only to find that three of the books had been checked out. We never found out what the borrowers thought of the surprise package in their books, but recently we learned that our friend's was not the strangest cargo to turn up between covers.

The news came from a survey of 3,000 British librarians by the organizers of the "Library Resources Exhibition" in Birmingham, which covered such topics as most overdue book (eighteen years at the Bedford College of Further Education), least shamefaced excuse for the return of an overdue book (a blunt note to the British Medical Association library: "I am chairman of the BMA council and if you have a problem with the late return of this book, find another job"), most annoying patron (candidates included borrowers who make noises like a braying donkey or who imitate the beep of the security system), and most unusual bookmark. In the latter category the entries included strips of bacon (both cooked and uncooked), an unwrapped kipper, a used condom, a jam sandwich, and a letter threatening legal action for unreturned library books.

But it was the final category—least-borrowed books—that most intrigued us, as it had our friend. *Guatemalan Tree Frogs* and *A Guide to Egyptian Street Trees* would have been particularly good choices for him, as it turns out. Even better would have been *Gay Bulgaria*, which has sat unrequested on the shelves at St. Martin's College, Lancaster, for the past thirty-six years. "It's not what you think it is," librarian David Brown told *The Guardian*. "It's a little hardback book about someone's travels in that country."

—R. J. Lambrose

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BREAKTHROUGH BOOKS AESTHETICS

We asked five experts in aesthetics to tell us about the most exciting books published in their field in the past few years. Here are their responses.

Dabney Townsend, professor of philosophy at the University of Texas at Arlington and author of *Aesthetic Objects and Works of Art* (1989).

Townsend says "aesthetics, as it has been known since the eighteenth century"—when the German philosopher Alexander Baumgarten invented the discipline—"has recently been successfully attacked for its attempt to isolate itself from every other field. But if what's happening in aesthetics is a breakdown, there's also a rebirth of sorts, an interdisciplinary ferment, as we try to figure out exactly what it is we're talking about." One book exemplifying this trend is **Ben Tilghman's *But Is It Art?*** (Blackwell, 1986), which, Townsend says, "takes a strongly anti-theoretical approach to aesthetics and uses the title question to puncture some of the more high-flown theorizing of the twentieth century." Townsend also likes ***The Boundaries of Art*** (Temple University Press, 1992), by **David Novitz,** a "solid analytical philosopher" in the English tradition who "pushes the limits of how one does aesthetics by looking at the intersection of art and daily life."

Richard Wollheim, professor of philosophy at the University of California at Berkeley and author of *The Mind and Its Depths* (1993).

Wollheim calls **Philip Fisher's *Making and Effacing Art: Modern American Art in the Culture of Museums*** (Oxford University Press, 1991) a fine work on "the influence of museums on the nature of modern art, but also, and perhaps more interestingly, [a revision of] the Hannah Arendt/Walter Benjamin view that art is the last stronghold of an older, pre-industrial way of making things." Fisher, Wollheim says, examines "the way modern art takes up and dignifies the actual conditions of industrial production."

Wollheim also calls **Kendall Walton's *Mimesis as Make-Believe*** (Harvard University Press, 1990), a full-blown theory of representation, "easily the most important book in the field in the last few years."

Rosalind Krauss, professor of art history at Columbia University and author of *The Optical Unconscious* (1983).

Krauss points to ***Picasso and Braque: A Symposium*** (MoMA, distributed by Abrams, 1992), a book which shows how museums can influence art criticism. In it, editor **William Rubin,** chief curator emeritus of painting and sculpture at the Museum of Modern Art in New York City, compiles the papers and discussions surrounding the museum's recent exhibition of the two artists' work. Krauss calls it an "exemplary act of seriousness" which shows how one can "put together an exhibition that's intellectually and aesthetically ambitious" and "get people to think about it in extremely interesting and various ways."

Carolyn Korsmeyer, professor of philosophy at the State University of New York at Buffalo and editor, with Hilde Hein, of *Aesthetics in Feminist Perspectives* (1993).

Korsmeyer deems **Christine Battersby's *Gender and Genius: Towards a Feminist Aesthetics*** (Women's Press, 1989)—"a critical, feminist study of the concept of the artistic genius from ancient times to the present"—a "must-read and also a good read, scholarly and well argued but not stodgily academic." She also notes with approval "an explosion of work on theories of emotion," such as ***The Rationality of Emotion*** (MIT, 1987), **Ronald de Sousa's** "important" work in the philosophy of mind, which Korsmeyer believes is making it possible to "take emotive responses to art seriously."

W.J.T. Mitchell, professor of English and art history at the University of Chicago; editor of *Critical Inquiry* and author of *Iconology: Image, Text, Ideology* (1986) and the forthcoming *Picture Theory: Essays in Art, Literature and Mass Media.*

Mitchell suggests that "philosophical aesthetics, strictly speaking, is no longer where the action is [except] insofar as it deals with feeling and sensation and engages in a new and interesting way with mass culture." He cites **Jonathan Crary's *Techniques of the Observer: On Vision and Modernity in the Nineteenth Century*** (MIT Press, 1990), a history of "the evolution in the nineteenth century of prosthetic devices for vision, like the *camera obscura,* the kaleidoscope, and the stereopticon. Crary argues that these were the critical innovations that led to modernism—much more crucial than abstract painting, because they reconfigured our whole idea of the observer."

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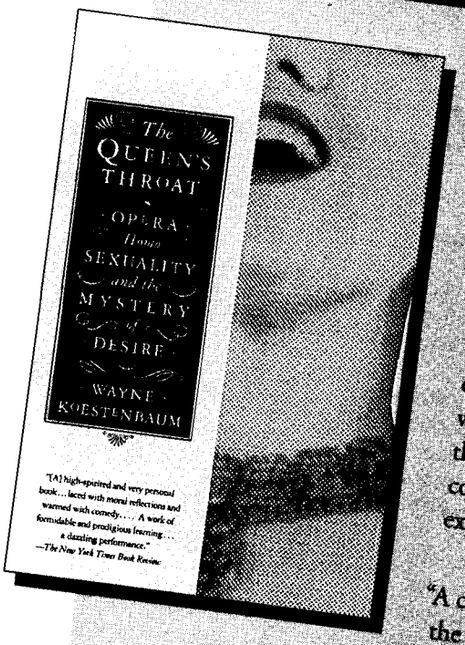
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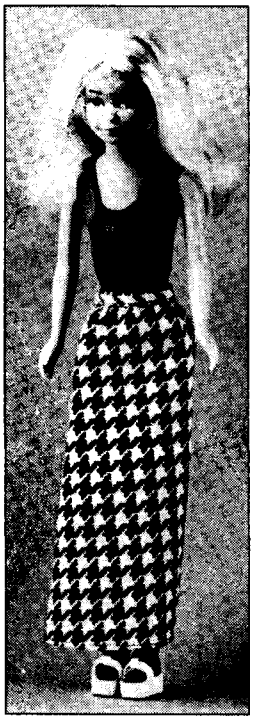

A/P Wide World

She may be an hourglass blonde, but Barbie is no bimbo. Since she graduated from college in 1963 she's been a business executive, a surgeon, an astronaut, a U.S. Air Force pilot, and in 1992 a presidential candidate (though, according to Lisa McKendall, a spokeswoman for Mattel, she didn't win). *Mondo Barbie*, a recent anthology devoted to her, may have sported pink pages, but they were filled with short stories by such writers as A. M. Homes, Sandra Cisneros, and Alice McDermott. Now three new nonfiction books are going to enlarge the growing field of Barbie analysis. For writers interested in race and gender, the shapely, eleven-and-a-half-inch tabula rasa makes a perfect surface for studying American dreams.

M. G. Lord, a journalist, cartoonist, and cultural critic, is working on *Forever Barbie: The Unauthorized Biography of a Real Doll*, which William Morrow will publish in September. *Forever Barbie*, Lord promises, will reveal and interpret details about Barbie's history as it is entwined with the history of Mattel and of American womanhood. Lord says Barbie was invented by Ruth Handler, a cofounder of Mattel. Handler modeled Barbie on the German Lilli doll, which was modeled on a character in a comic strip that ran in the German newspaper *Bild Zeitung* from 1952 to 1955. Lilli the cartoon character was a blonde, curvy seductress who kept her eye on the Deutschmark—"a real Maria Braun character," says Lord. The doll was intended as a gag gift for men, not a children's toy, but Handler decided it would make a great doll for girls. (Handler subsequently left Mattel and made a second fortune manufacturing prosthetic breasts.) "It does seem almost quintessentially American," comments Lord, "that one should have a sleazy, sordid forebear in Europe."

Lord has a soft spot for the goofy, gadgety stage Barbie went through when Mattel came under male sway for a brief period in the 1970s. Who could forget Growing-Up Skipper—twist her arm and she sprouts breasts? Lord's favorite Barbies are the Guardian Goddesses—Sunspell and Moonmystic—test-marketed in 1979. "Unlock her powers! Make her step into action and change from beautiful goddess into superheroine!" declaims Mattel on their boxes. "She's dressed in a cape and half a dress, the front half, with a plastic bodice," Lord explains. "When you squeeze her thighs together and then pull her legs apart by the ankles, her arms spring up. That knocks the bodice off and sends the dress flying across the room. She has a Wonder Woman–like outfit underneath." Unfortunately the Guardian Goddesses never made it past the test-marketing stage. The mechanism was too delicate, if you ask Mattel; too indelicate, if you ask Lord.

Ann duCille, chair of the African-American studies program at Wesleyan, plans to use Barbie as the central figure in the last chapter of her book, *Inconspicuous Consumption: Labor, Leisure and the Production of African American Culture*. She will discuss, among other things, the Shani line—black Barbie-like dolls that Mattel introduced in 1991. "Mattel has a whole slew of ethnic and racial dolls, but they all look exactly like white Barbie," says duCille. "To me, this signifies the great problem of multiculturalism and political correctness: We think we can just add others without really changing anything." As duCille reports in an article in *The Women's Review of Books*, Shani was supposed to have been made with thicker thighs and higher buttocks than those of the blondes, on the advice of Darlene Powell Hopson, a clinical psychologist and occasional consultant to Mattel on issues arising in the production of dolls of color. But according to two University of Massachusetts at Amherst anthropologists, Jacqueline Urla and Alan

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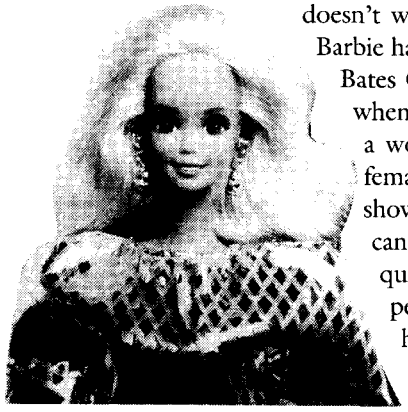

THE BETTMANN ARCHIVE

Swedlund, whose work duCille cites in the article, Shani's higher buttocks are in fact an optical illusion "achieved by changing the angle of the doll's back." Of course, Mattel doesn't want to change Shani's size too much, Urla concluded cynically—she and Barbie have to fit into the same clothes.

Bates College art historian Erica Rand's Barbie book got its start four years ago when she found a picture in *On Our Backs*, a lesbian pornography magazine, of a woman using Barbie as a dildo. Rand, who has published articles about female images and political activism in eighteenth-century France, wanted to show the picture to her students as an example of how traditional pop culture can be subverted for women's pleasure, but "the politics of it seemed really questionable. I didn't know if my own meaning would come across, or if people would just think dykes did sick things with dolls." She decided she'd have to write a book to make her meaning clear; tentatively titled *Barbie's Queer Accessories*, it will examine "what Mattel encourages people to do with Barbie, what people actually do with her, and what theoretical and political lessons can be gleaned from the contrast."

BAD CHEMISTRY

In December 1990 the *Canadian Journal of Physics*, a reputable scientific publication put out by the National Research Council of Canada, published a special issue on chaos theory—supposedly a collection of papers from a 1989 Banff, Alberta, conference on that subject. The issue contained an article that asserted the following: "Humans have reached this high state of evolution through specialization of labour. It seems that the majority of women were equipped by nature to be nurturers, and most men were not. A family functions as a single unit, and each member has a different function." The article went on to claim that irreparable damage to children, society, morality, and just about everything else results when people ignore this natural structure. "About half of the children of two-career families suffer serious psychological damage. It accumulates during their first 14 years or so and causes anti-social behaviour during their puberty and later years." Proof of this decline in Western civilization can be found, the author asserted, in academia: "The greatly increased incidence of cheating on university exams during the last two decades is a symptom of the widespread increase of ethics problems throughout North American society."

THE BETTMANN ARCHIVE

The article's appearance precipitated an uproar in Canada's feminist and scientific communities—how could such a piece of nonscience have gotten into a supposedly peer-edited publication? The author of the article, University of Alberta chemistry professor Gordon R. Freeman, had ***not*** presented the piece at the chaos theory conference, but since, it turned out, he had been appointed guest editor of the issue, he had taken the liberty of inserting it anyway, under the scientific-sounding title, "Kinetics of Nonhomogeneous Processes in Human Society: Unethical Behaviour and Societal Chaos." In his abstract, Freeman even went so far as to describe his research methods: "Information for the present study was obtained as unobtrusively as possible. I have listened nonjudgmentally to hundreds of students for hundreds of hours. I rarely make notes until after the student has left. . . . Information gained by 'surveys and experiments with controls' is likely to be distorted by the artificiality of the gathering situation, so I do not use that method."

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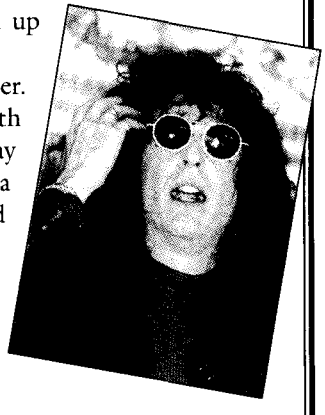
Unable to come up with a satisfactory excuse for Freeman's article—or his research methods—*CJP*'s regular editor lost his job. The journal printed an apology. An embarrassed National Research Council cosponsored a symposium on the ethics of scholarly publishing last February, and even formulated a new and exhaustive "research communications publication policy." In July 1993 *Scholarly Publishing* published a special issue on the brouhaha consisting of papers presented at the NRC symposium. Freeman himself was not formally reprimanded. Perhaps the NRC decided that, having listened to hundreds of students for hundreds of hours, he had been punished enough.

OPRAH BUFFS

You've written the definitive history of notary publics, and you're going on the road to tout it. Are you ready for Oprah? What about Howard Stern? If your publisher's P.R. department thinks you're not slick enough to make good on the small screen, it may send you to a media trainer to sharpen up your act.



A/P WORLD WIDE

Bill Parkhurst of Parkhurst Communications is one such trainer. A day with Parkhurst begins in a reassuring room with comfortable furniture and supportive discussion. As the day progresses, the conversation gets more formal, easing into a simulation of an actual interview. After lunch you and Parkhurst move into a mock-up radio or TV studio, where he has a technician record the practice session. Sometimes he'll stand behind the camera, firing questions at you until you can answer them quickly and easily. Occasionally he calls in a studio audience to provide atmosphere and feedback.

A/P WORLD WIDE

Once you trust him, Parkhurst asks which questions you're most afraid of, then has you practice answers. "Psychoanalysts in particular don't want to sit there and be asked about their own sex lives, but sometimes they are," Parkhurst explains. "They feel denigrated and abused." If an interview gets too personal, the first thing to do is throw the question back at the questioner; this works well on "fun" (or obnoxious) morning shows. As a last resort, you can always leave. "But once authors know they can leave if they need to," Parkhurst adds, "they almost always stay for the whole thing."

Training isn't cheap: A day sparring with Parkhurst can set you back about $1,500 (though not all consultants charge that much). Consequently, it's mostly trade publishers, not university presses, that hire media trainers, and only for the books they expect will hit big.

Why would a professor need help speaking in public? "Academics are used to addressing their peers. They might misjudge the audience, or the amount of time available to them. And a lot of the time, they ramble," says Maureen Donnelly, head of publicity at Penguin Books, who has used Parkhurst's services to prepare people like Ute Ranke Heinemann, a professor at the University of Essen and the author of *Eunuchs for the Kingdom of Heaven,* for their book tours. Parkhurst agrees: "Sometimes academics have never seen the shows they're scheduled to appear on. They watch public TV, listen to public radio. I show them a videotape with segments from all the current talk shows, which I update every couple of months, so they'll know what to expect."

Not everybody sees such training as strictly innocuous. Bennington president Elizabeth

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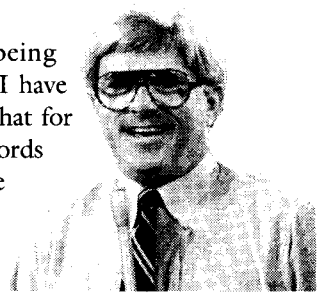
Inside *Publishing*



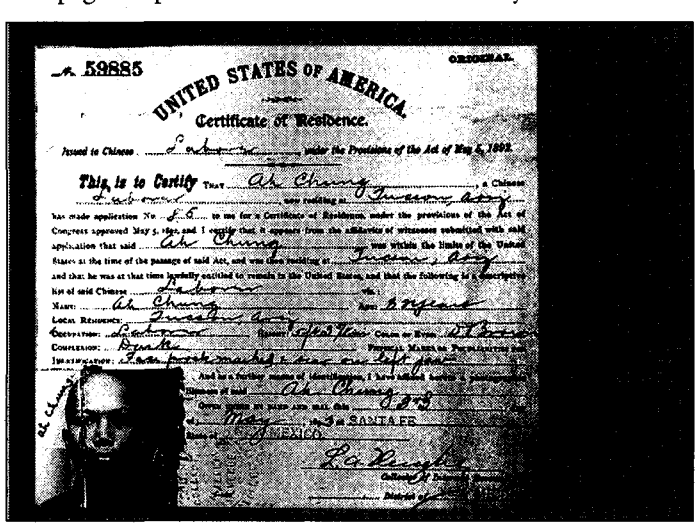
THE BETTMANN ARCHIVE

Coleman remembers unfondly the morning she spent being coached by a handler before she gave a press conference. "I have nothing against media trainers," she explains. "I just think that for all of us who have committed our lives to the meaning of words and to issues of truth and respect, to be trained by people who start off by telling us, 'What you say doesn't matter at all, it's how you stand, and how you say it' ends up compromising everything that does matter. If we let ourselves get caught up in this, what we are doing is willy-nilly perpetuating a world transformed by values we don't believe in."

WHEN IN ROM

Anthropologists, film critics, and anyone else whose research requires sources other than the written word know how frustratingly limiting paper can be. All the songs, all the films, all the recorded speeches that inspired the book in the first place, are absent from the final product. In CD-ROM land, though, things are different. Steve Brier, Roy Rosenzweig, and Josh Brown's *Who Built America? From the Centennial Celebration of 1876 to the Great War of 1914,* which its publisher, Voyager, claims is the world's first CD-ROM history textbook with primary sources attached, includes 700 photographs and other still images; three quarters of an hour of moving pictures; four and a half hours of sound recordings; 100 graphs, maps, and charts; and about 5,000 pages of old-fashioned words.

Who Built America? was originally published in 1992 as a 700-page textbook intended for use in high-school- and college-level American history courses. In its new form, it is contained on a disc that looks like an ordinary CD. The CD version consists of a main text about 450 screens long, adapted from the first four chapters of the original book's second volume. Each screen looks just like a page from a textbook—two-column layout, illustrations—and you can move from screen to screen or turn directly to a particular screen, just as if you were flipping through a book. Two hundred of the "pages" have a little image of a railroad track in the lower right-hand corner, which indicates that there is more stuff pertaining to that page's topic elsewhere on the disc. When you click on this icon, a menu appears on the screen, along with an introduction by the book's authors. The menu affords access to such additional source material as photographs, original documents, music and sound recordings, and even movies. From one menu, you can play (and cheat at) the world's first "word-cross puzzle."



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Unlike many CD-ROMs, which seem to promise libraries of information and deliver only shallow gimmicks, *Who Built America?* sends readers deep into the experience of American daily life in the Gilded Age, and it provides splendid indexing tools to guide them through it. For example, every place name is "hot": Click on Chattanooga and the computer spits up a map with Chattanooga marked on it. The additional source material is wonderfully sensual—you couldn't experience this stuff just reading transcripts. In one oral history interview, a Native American man recalls his grandfather describing the murder of Crazy Horse. In another, "Elizabeth Anderson Recounts Her Twelve Abortions."

The disc includes recordings of famous speeches that were preserved on Thomas Edison's wax-cylinder system. You can hear William Jennings Bryan deny, in sonorous vowels, that the American people would allow themselves to be nailed to a cross of gold. (Disappointingly, Eugene V. Debs's speech is read by a contemporary actor, with comically inappropriate Lawrence Olivier–ish tones and rolled Rs.) You can watch in its entirety a classic 1903 film, *The Great Train Robbery,* famous for its last scene, in which one of the actors points his gun at the camera and pretends to shoot. When the scene was first shown, members of the audience screamed and ran from the room. When you watch the film now, in miniature, on the computer screen—half-inch-high cowboys shooting and jerking across their tiny set in that jolting, early-movie way—its size seems appropriate, as if it were a visual metaphor for historical distance. —*Polly Shulman*

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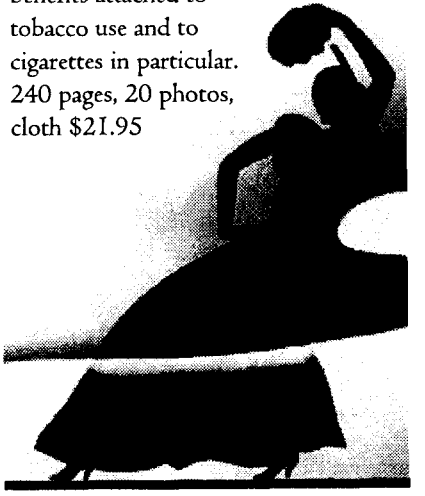

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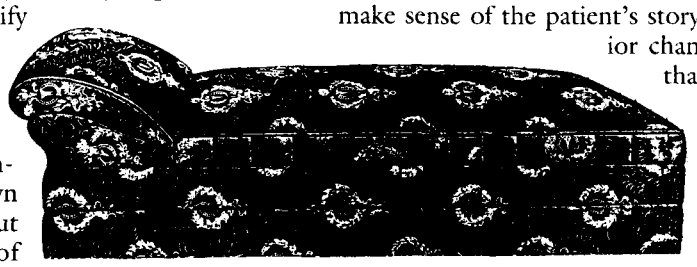
The *Department* Department

TUFTS'S PERSONALITY DISORDERS

Thirty years ago, psychoanalysis dominated American psychiatry. Many of the top psychiatry departments in American medical schools were headed by psychoanalysts, and no self-respecting mental health professional felt educated without some knowledge of Freudian technique. These days it's hard to come up with more than three or four departments in the country still headed by an analyst. Cornell's, one of the most important holdouts, just replaced its chair with a neuropsychopharmacologist. Last February, the Tufts department, another psychoanalytic stronghold, was taken over by empirical psychiatrist Marshal Folstein. The uproar that followed Folstein's arrival will probably not have much impact outside Boston, but it does show how deep the rift between psychoanalysis and medicine has become. A few more battles like the one at Tufts, a few more crusaders like Folstein, and psychoanalysis may find itself thrown out of medical school for good.

Until Folstein took it over, the Tufts psychiatry department was a pretty hermetic institution. A few faculty members did research, but most were clinical psychoanalysts who went about their analytic business—teaching and seeing patients—without paying much attention to evolutions in the field. The department had no national reputation to speak of, but it was respected in local psychoanalytic circles, and in the rather insular world of Boston psychiatry, that was enough. Then in 1990 its chairman, Richard Shader, was accused by a female patient of having sex with her in the 1970s; Shader was hastily shuffled off to the pharmacology department, and two years later Folstein took over.

Folstein came from Johns Hopkins, where he had been the protégé of the psychiatry department's director, Paul McHugh—a well-known and somewhat intemperate critic of psychoanalysis and, more recently, a campaigner against recovered-memory syndrome. The Hopkins department is one of the country's leading centers of empirical psychiatry, and Folstein, like any good empiricist, believed psychiatry should become more like other medical fields: It should use established scientific methods (control groups, falsifiable hypotheses, statistics) to identify standard diseases and develop standard treatments for them that could be administered with predictable success. He was not a biological reductionist—he was, in fact, best known for his psychological studies—but he disapproved of any kind of psychiatry that did not attempt to justify its procedures empirically.



The psychoanalysts at Tufts were not sure where this left them. Folstein had declared his commitment to retaining analysis in the curriculum, but nobody knew if he had done that for diplomatic reasons or if he actually believed psychoanalysis to be compatible with his ideas about scientific method. Besides, the question of whether the merits of psychoanalysis can be proved empirically is a perennial and unresolved one in psychoanalysis itself, and the Tufts psychoanalysts weren't sure they could do Folstein-approved tests on their discipline even if they wanted to.

American psychoanalysis has always had an uneasy relationship with science. On the one hand, until the American Psychoanalytic Association was sued for restraint of trade by a psychologist in 1985, it required candidates in its training institutes to be medical doctors (candidates in most other countries are not held to this requirement). On the other hand, psychoanalysis has for the most part declined to justify itself in conventional scientific terms. It relies instead on clinical evidence—Does the interpretation make sense of the patient's story? Did the patient's behavior change as a result?—of a kind that would never hold up in an empiricist's laboratory. This is not a matter of sloppiness—most psychoanalysts consider conventional scientific methods irrelevant to what

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they are trying to do. They see psychoanalysis as a hermeneutic process; attempting to prove its interpretations empirically would make about as much sense as attempting to determine the meaning of a poem with a statistical analysis of word use.

Of course, there have always been exceptions—a psychoanalyst here, a psychoanalyst there, doing empirical work. Hartvig Dahl at the State University of New York Health Science Center in Brooklyn transcribes analytic sessions and scrutinizes them for linguistic patterns. Mardi Horowitz, a psychoanalyst at University of California–San Francisco, does empirical work in post-traumatic stress disorder, though he says his studies aren't really psychoanalytic—they're just called that because he deals in things like meaning systems and the unconscious. A number of people have conducted outcome studies that try to measure analytic success by assessing the health of analysands a certain time after their treatment. In 1976 the American Psychoanalytic Association started a fund for research grants, to which each of its members contributes at least fifty dollars per year. But the field has never shown too much interest in this kind of work, and very few psychoanalysts look to it to guide them in their practice.

THE TUFTS PSYCHOANALYSTS WEREN'T SURE THEY COULD DO FOLSTEIN-APPROVED TESTS EVEN IF THEY WANTED TO.

When Folstein took over, he wanted three things. First, he wanted the faculty to stop seeing so many patients and start doing some research. He set up a few rules. In order to retain their appointments, everyone in the department would have to come up with grant money, both to fund their research and to make up for the income they would forfeit by reducing their practices. Research could be of any type—neurological, pharmacological, psychological—but it had to be scientific. Hypotheses had to be formulated, things had to be counted, statistics had to be compiled. This was quite a change for a department that had been almost exclusively clinical since its inception: Most of the faculty had never done any research, much less secured grant money. "There was not a single N.I.H. grant in the department," Folstein says, amazed. "Not one."

Second, Folstein wanted to rearrange completely the department's clinical practice. He wanted to create modules, each of which would treat only patients suffering from a particular range of symptoms, so that the psychiatrists in that module would become expert in one disease. Organization by disease reflects the empiricist's belief that mental disorders, like physical disorders, can be classified and treated in standard ways: Person A may come from a Norman Rockwell family and person B may be a homeless gambling addict, but depression may nonetheless manifest itself in very similar symptoms in each of them and be cured with identical doses of Prozac. (Psychoanalysts believe that mental phenomena cannot be understood in isolation from their subject's particular history.) So whereas Tufts psychiatrists had once considered themselves specialists in a type of *treatment*—psychoanalysis or cognitive therapy, for example—they were now required to become expert in a *disease*, such as Alzheimer's, and to provide whatever treatment seemed necessary. The problem with this was that some of the more purist psychoanalysts in the department had never prescribed drugs before. "One of the rules we made," Folstein says (he usually refers to himself in the plural), "was that everybody on the faculty had to be able to do everything. And in order to attend on the inpatient service, where there are very sick people, you have to know how to write a prescription. Some of these people did not know how to write a prescription—in 1993!"

Folstein was scrupulous about retaining psychoanalysis in the curriculum—he allotted it one of his four mandatory teaching conferences—but he did such a miserable job of communicating his intentions that almost everybody spent the first few months of his tenure under the impression that he was going to scrap psychological elements altogether, psychoanalytic *and* empirical, and turn the department into some sort of neurological laboratory. "They are continually confusing criticism and skepticism with biology," a frustrated Folstein explains. "My shift is *not* toward biology. That's the part they don't understand. You can obviously do studies in psychology and mental states that are perfectly reasonable science but have nothing to do with the brain at all."

The third thing Folstein wanted to do was fire people. This was to be expected, but for some reason he couldn't admit it. Folstein still claims he never fired anybody, but this is not true: At least one faculty member who had not agreed to resign received a termination notice signed by him. "I got fired," says the psychoanalyst, "though he would not say 'fired.' He would say he removed my salary." "No one was fired," says someone else who was forced out, grimly. "They were just told that other people would be taking their jobs."

A few of the people who weren't actually fired, Folstein managed to alienate to such a degree that they left anyway. "Trying to talk to the man is like trying to have a conversation with a computer," says a third former department member bleakly. "You don't get the feeling you're talking to a human being. He's in his own world, and cold, and sort of not human. It's hard to describe. You expect doctors to be different, but this one wasn't." Even those who stayed think the transition could have been managed . . . well, managed. "Marshal is a very *energetic* fellow," says Tufts psychoanalyst and Folstein supporter Peter Randolph delicately. The alienation may not, of course, have been altogether unintentional. "It was unbelievably horrible," says one of the faculty who was fired. "On the other hand, when you say it was handled badly, you have to know the part that I don't know, which is the intention. If the intention was for everyone to leave, then you might say, well, there's a lot of hurt feelings and a lot of people are very upset, but on the other hand he did get everyone to go."

At the end of the academic year almost all the residents in the psychiatry program left—partly because they had chosen

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Tufts for its psychoanalytic bent, but mostly because of Folstein's personality. "He disempowered our residency council," laments Nora Schwartz, who has moved to Cambridge Hospital for her final year of training and whose complaints about Folstein are fairly typical. "We didn't feel heard or validated in what our interests were. It wasn't a supportive environment." Folstein recalls this type of comment with irritation. "They didn't say, 'We can't do that'; they said, 'That doesn't feel comfortable to us.' That's what everybody said here—'What's your comfort level?'" By the fall, though, the exodus slowed to a trickle, the remaining faculty settled down, and Folstein's new hires began to arrive.

TO TRAIN FOR A WORLD OF HMOs, PSYCHIATRISTS MUST FOCUS ON STANDARD DIAGNOSTIC CATEGORIES AND BIOLOGICAL THERAPY.

There are still a few psychoanalysts at Tufts, but if Folstein sticks to his requirement that all faculty secure grant money for research, they may be forced to leave. For years it has been almost impossible to get National Institute of Mental Health grants for psychoanalytic research, which is one reason there is so little of it done (Horowitz is funded by the John D. and Catherine T. MacArthur Foundation, and Dahl pays for his studies out of his own pocket). The reason for this is not, however, what many psychoanalysts think it is—that the NIMH is hopelessly biased in favor of biological psychiatry. Approximately half of the NIMH's annual grant budget goes to psychotherapeutic and psychological research, and NIMH director Frederick Goodwin believes in psychoanalysis enough to have gone through a four-year analysis himself. The problem is that NIMH grantors hold psychoanalytic proposals to the same methodological standards as empirical ones, and the psychoanalytic proposals usually fall short. Psychoanalysts, for example, tend to propose studies of individual cases, so their results are not generalizable. The clinician and the observer in psychoanalytic studies are usually the same person, which is a basic experimental no-no—the observer can't be someone with a professional motive to find a treatment successful. Outcome studies don't control for everything else going on in a patient's life during and after analysis, so even if a lasting improvement is shown in a patient, the cause of the improvement is uncertain. And then, of course, psychoanalytic studies are almost always *longer,* and hence more expensive, than studies in short-term techniques like cognitive therapy.

Unfortunately for psychoanalysis, it is not just in the matter of grants that the length of analytic treatment counts against it. The time it takes to treat a patient has become crucial in clinical psychiatry as health-care costs have come under greater scrutiny. Psychoanalysts and nonpsychoanalysts agree that as HMOs look for cheaper ways to treat mental illness, long-term psychotherapy of all kinds will increasingly

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become the province of cheaper clinicians such as psychologists, nurses, and social workers. Expensive psychiatrists, on the other hand, will find themselves doing less therapy and more of the things only they can officially do, such as writing prescriptions and determining diagnoses. This will hardly affect clinical psychoanalysis—analysis proper has not been covered by insurance for decades—but it will be yet another factor contributing to the discipline's marginalization in medical schools. Because they have to train residents for a world of HMOs, psychiatry departments will be compelled to focus on the standard diagnostic categories and biological therapy that their students will use in clinical practice, and will de-emphasize psychoanalysis as a result.

What, then, will become of psychoanalysis in the next twenty or thirty years? Dahl is pessimistic: He thinks psychoanalysis could have avoided this crisis by doing its empirical homework two decades ago, but now the grant prospects are so slim, the field may never have another chance to prove itself to medicine. Other psychoanalysts of an empirical bent—Horowitz and Judy Kantrowitz, a supervising analyst at the Boston Psychoanalytic Institute, for example—think psychiatry is just going through a phase, and that once the current excitement over psychopharmacology has died down, analysis will be able to reassert itself. Goodwin hopes that psychoanalysts will eventually achieve some kind of entente with biological psychiatry and contribute to questions such as the effect of environment on the developing brain.

And then there are those who think psychoanalysis will die and be born again in a different form. Arnold Goldberg, author of *The Prisonhouse of Psychoanalysis* (Analytic Press, 1990) and professor of psychiatry at Rush Medical College in Chicago, thinks psychoanalysis will eventually be pushed out of psychiatry altogether and find new life in the humanities—English, literature, and philosophy departments, especially. Gail Hornstein, professor of psychology at Mount Holyoke, agrees, and she thinks it will be the best thing that's happened to psychoanalysis in

continued on page 56

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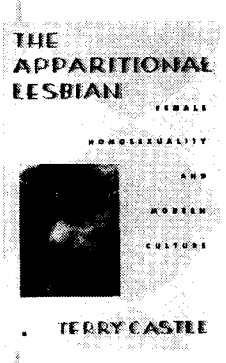

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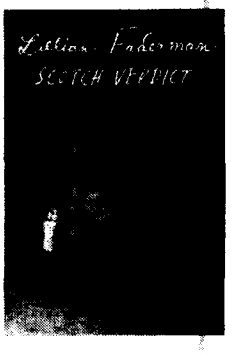

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A MOST DANGEROUS METHOD

Continued from the cover

For the past year, Gallop has been paying the price her kind of imprudence exacts these days. In November 1992, she was accused of sexual harassment. Her accusers were both women, both lesbians, and both graduate students; both were drawn to Gallop for the very reasons they later turned against her—the provocative role

PHOTO BY DICK BLAU

sexuality plays in her work and the flamboyant bad-girl persona she cultivates. Gallop, a celebrity in lit-crit circles, could be described as a sort of post-structuralist Mae West: In critiquing the notion of a disembodied mind, she loves to flaunt her own body, dressing up like a vamp in seamed stockings and spike heels when speaking at scholarly conferences, confessing in her essays to things like mas-

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turbating while reading Sade. Her prose and pedagogy are full of post-Freudian double-entendres and titillating analogies—between sexual intercourse and writing, between seduction and pedagogy—clearly meant to shock. "My desire to be an academic, intellectual speaker is a desire to speak from the father's place," Gallop writes in *Thinking Through the Body* (Columbia University Press, 1988). "Yet the spiritual father's place (ideologically, the place of the academic, who was originally a cleric) demands separation of ideas from desire, a disembodied mind. I want to expose the father's desire so that I could take his place, but as a sexed subject."

For more than a year, while the two students organized demonstrations against her on campus, gave interviews to the local newspapers, and told their peers and Gallop's colleagues that she was a sexual harasser ("Oh yeah, Jane Gallop," says a student who sees me photocopying articles about her. "Didn't she attack somebody or something?"), the University of Wisconsin at Milwaukee investigated Gallop's case. Her accusers dated their complaints from the afternoon Gallop stood up at a gay and lesbian studies conference and told the audience, in what she thought would be understood as a joke, that her sexual preference was graduate students. At that moment, they said, they realized that the playful sexual banter they'd willingly engaged in with Gallop was more, or maybe less, than they'd thought: Gallop wasn't trying to *teach* them anything; nor was she just being her weird and raunchy self; she was actually doing her ingenious best to talk them into bed. And because they'd rejected her advances, they argued, she'd kept making one of them rewrite her papers and refused to provide the other with a letter of recommendation.

The Pedagogical Problem of Jane Gallop

With one of the complainants, Gallop had indeed exchanged a florid, public kiss. The most direct physical advance the other could cite was the time Gallop rocked her rocking chair with one bare foot. Both students, however, sought the same punishment for their professor. They wanted a letter of reprimand placed permanently in her file, and they wanted her to "understand that making the complaint the subject of intellectual inquiry constitutes retaliation." Gallop often laces her essays with anecdotes about her students; her accusers wanted to make sure Gallop never mentioned them in print, even if she disguised their identities.

In August, I went to Milwaukee to interview Gallop, the two students, and their respective friends. I had spoken with Gallop on and off throughout the spring and didn't know whether to see her saga as a classic example of everything that's wrong with sexual harassment codes or just another case of someone smart exercising really bad judgment. Gallop's relationship with the student she kissed, a thirty-year-old Ph.D. candidate, sounded messy and complicated, lit up with warning signals that both of them, sometimes willfully, misread. But—the kiss aside—it didn't sound like harassment, or like anything that could be resolved by a quasi-judicial process with a preordained cast of student-victims and professor-perps.

It had always seemed to me that by pushing the academy to take her as she is—dirty mind, long red nails and all—Gallop helped make it a less gray, and ultimately less sexist, place. But not all of her feminist colleagues agree. Her accusers enjoyed a great deal of support on the UWM campus and in Milwaukee newspapers. Even before the charges were filed, she'd made herself unpopular by critiquing new codes that frown on consensual sex between teachers and students. UWM had adopted its version of these restrictions in 1988, but many feminists on campus believed they had a long way to go before the university took sexual harassment seriously. They had cause to think that: In the past few years, the school had come under federal and state scrutiny for its failure to accurately record and fully investigate sexual harassment charges brought by its students. Still, in this climate, campus feminists saw Gallop's objections as a betrayal.

So it was easy to imagine how, kiss or no kiss, Gallop's pro-sex feminism might leave her open to attack, how her outspoken classroom manner might be misread as sexual harassment in itself. Then, in late December, the university issued its findings: Gallop had *not* harassed either student. But in one of the cases, the affirmative action office said, she had violated the campus policy discouraging amorous consensual relations between professors and students. As a result, a letter of reprimand *will* go into her file. The decision, which Gallop is appealing, offers a curious and forbidding view of the limits of the professor-student relationship: "[The student] was a willing participant in the sexual banter; Professor Gallop did not condition [the student's] grades or participation in an academic program on [the student's] submission to sexual advances or sexual acts; [the student] was not and did not feel physically threatened, psychologically harmed or humiliated by any of Professor Gallop's conduct or words." And yet, the university ruled, Gallop, "the person in the more powerful position," did wrong by failing to report the relationship to a dean and failing to excuse herself from evaluating the student's academic performance or making decisions that had a financial impact on the student. "But for the sexual act," the university ruled, Gallop and her student "had an amorous relationship."

Since Gallop wasn't dating or sleeping with her student, the finding raises some disturbing questions. What exactly *is* an amorous relationship that excludes "the sexual act"? Does a close pedagogical relationship become "amorous" after one probably unwise but nonetheless anomalous step over the line? What do teachers do about students they come to care for and who like them a little too much in return? Refuse to teach them?

What troubled me most about the case, however, was

BY MARGARET TALBOT

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not the regime of chilly and spiritless professor-student exchanges it seemed to portend, though that was alarming enough. What bothered me was realizing that the trouble Gallop had gotten into was, in a way, inevitable. Gallop is not the first impassioned teacher to be tripped up by an increasingly elastic definition of sexual harassment and consent, and she probably won't be the last. But it seems telling that it was the very aspects of her teaching she considers the most feminist, the most subversive, as she would put it, of "phallic authority"—her emphasis on intimacy, on self-reflexivity, on rigorously working through the bonds of love that ensnare both teacher and student—that left her vulnerable to these charges. You can applaud Jane Gallop or you can find her excesses uncalled for, but there is no question that she believes in what she is doing and has thought about it long and hard. Close relationships between advisers and advisees may be rife with difficulties, but they are the best initiation into the academic life that anyone has yet devised. Gallop's story seemed to me the perfect opportunity to examine what it is we give up when we begin to police them.

"There are times when I feel like what's at stake here is everything I value about teaching," Gallop says, "which doesn't involve having sex with students, but does involve having such intense relations with students that when they go wrong they might, according to the new codes, be misconstrued as sexual harassment."

We are talking in the living room of the house Gallop shares with her boyfriend, a photographer and filmmaker named Dick Blau, and their seven-year-old son, Max. It's a comfortable two-story place on a shady street near the university—gingerbready and gemütlich on the outside, appointed with sleek 1950s furniture on the inside, like the boomerang-shaped aquamarine couch on which we're sitting. After years of commuting between Milwaukee, where Blau chairs the film department at UWM, and Houston, where she taught at Rice, "she and Dick and Max are making a little home for themselves," as one of her students puts it.

It's cool and dark; we have the shades drawn to defeat the glare of the August afternoon. The doorbell rings and Gallop pads over in her bare feet to answer it. One of her graduate students, a slight, serious-looking fellow with lank strawberry-blond hair, wants to drop off the newest chapter of his thesis, which examines how feminism has changed the depiction of mother-son relations in literature and theory from Freud to Faulkner, David Leavitt to Adrienne Rich. He and Gallop arrange to meet for supper that evening to discuss it, but only after the two of them watch *Star Trek: The Next Generation* with Max. Later, they both tell me that they talked until midnight, first about the problems Gallop saw in the chapter, then about how he *felt* about the problems she saw in the chapter.

The kind of teaching Gallop does is by its nature—and hers—personal. She wants her students to learn to read texts as she does: symptomatically—alert, that is, to the clumsy metaphors, the little tics of syntax, even the mistranslations and typos that can betray an author's preoccupations or the unresolved contradictions of his or her argument. "She tries to teach a very particular method of close reading, which comes out of psychoanalysis and deconstruction," says Lynne Joyrich, a friend and colleague in the UWM English department. "It's very controlled. There's a lot of struggle. If she covers three sentences out of an article in one class session, that's a lot. It drives some students crazy."

Gallop teaches students to read as she does: symptomatically, alert to the clumsy metaphors, the little tics of syntax, the mistranslations and typos that betray an author's preoccupations.

In part, her teaching style reflects the theory behind it; in part, it's the natural expression of an intense personality. Gallop is in-your-face in a way some students find oppressive and others can't get enough of. "When she corrects your papers, it isn't as simple as saying, 'Here's a better way to put this'—she wants to know how it got there in the first place, and that means engaging with you at a personal level," says Chris Amirault, a doctoral candidate at UWM who did his undergraduate work at Brown, wears John Lennon-ish glasses and a flock of little earrings, and projects the bemused and tolerant cool of a counselor at an artsy summer camp. "Jane is deeply narcissistic, but her relationship to that narcissism is so developed, she's so committed to thinking about it, that she believes other people will be similarly committed. I completely respect that there are students who don't want to work that way, but I do."

We're eating breakfast at a diner the size of a small ranch, which Amirault has taken me to because it's regionally authentic, and between flapjacks he's been telling me about an unsuccessful paper he wrote several years ago for Gallop. "It was the most intense pedagogic experience I've ever had. We went through every sentence and what was behind it. Jane had covered the paper with 'I don't understand this'es, pointing out for example that I was using 'paradox' and 'contradiction' interchangeably. At first I felt very aggressed." And, with the mixture of startling self-awareness and Gallopesque jargon I have noticed in several of her students, Amirault says: "Eventually, I

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came to realize that it was written wholly within an unthinking transference. Its putative subject was how smart Freud was, but its real subject was how smart I was and how smart Jane was."

Amirault pulls out a more recent paper in which he has cast an unpitying eye on his Paolo Freierian fantasy of teaching as political act and on his investment in a bright undergraduate named Shannon. Gallop has annotated it with standard editorial comments ("Nicely put" and "Sentence could be crisper" and even "this has yet to be sufficiently integrated/digested. Chew harder!") but also with remarks like "Your use of the adjective 'own' is truly interesting (symptomatic) in this paper. Of course, possession and boundaries are what's at stake" and "Would an explicit reference to the sexual version of this fantasy be helpful or is it just my ('own') wish for prurience?"

"It's teaching, not analysis, for her. She asks students to produce readings and then she produces readings of those readings. It's not about explaining the psyches of the people in the room," Amirault says, taking a sip from one of his bottomless-cup-of-coffee refills. "But Jane makes you feel like your own position needs to be investigated. There has to be engagement, affect, discomfort sometimes. If those things aren't there, there's no learning. That comes in part from feminism—the idea that you have to reflect on who you are and where you are in society. And, of course, she has this deep commitment to a certain kind of poststructuralist psychoanalysis."

The student-teacher relationship holds such fascination for Gallop both because graduate school (at Cornell) was such a forcing ground of her own identity, the place where she'd dared her own *Doktor-Vater*s to accept her intellectual interest in sexuality, and because her relationship with her mentor, Jeffrey Mehlman, a theory-oriented professor of French, was particularly close: "That's where I really learned to do good work, that's where I learned my personal investment in my professional identity—through my personal relationship to my teacher," she says. Gallop has borrowed from psychoanalysis much of the language in which she writes about graduate school and her own experience of it. She views crushes on professors as a form of transference—the endowing of new people in our lives with the emotional significance our parents once held for us. She has analyzed her own desire to be an intellectual as a yearning to usurp the place of the father and compel powerful men to recognize feminism's claims. And she has explored her relationship with Mehlman in terms of the push-and-shove of family love and sibling rivalry.

"Mehlman was my dissertation director," she writes in *Thinking Through the Body*, "the teacher who intro(se)duced me into the world of Lacan, French poststructuralist theory, and Freud." Gallop makes this remark in an afterword to one of her essays, in which she explains why she neglected to mention that the idea for it came from a former lover: "Argyros had been a student with me in graduate school; Mehlman was also his dissertation director. Argyros and I had lived together as best friends and lovers. Structurally, Argyros was my brother, Mehlman our father. I excluded Argyros to be textually alone with the father, out of my sense and fear that everything conspired to exclude me and to reinforce the academic father-son relation. This is not a commentary on the real men Mehlman and Argyros—both of whom took me quite seriously as a scholar, neither of whom seemed to want me to leave the room—but upon a structure which threatened to exclude me despite my having gotten myself into the room, despite any man's intentions toward me."

Nowadays, Gallop—who at forty-one is often no more than a decade older than some of her students—flirts and jokes with them not just for the fun of it, she says, but because it seems to her a good way to dispel a little of the parental authority they invest in her. When students develop crushes, as they frequently do, she thinks it best to talk about them openly, looking upon infatuation as an analyst looks upon transference: an instrument of understanding if acknowledged, a block to learning if not.

Gallop had been teaching for fourteen years—first at Miami University in Ohio, then at Rice—when she came to UWM in the fall of 1990. She'd been hired after a contentious

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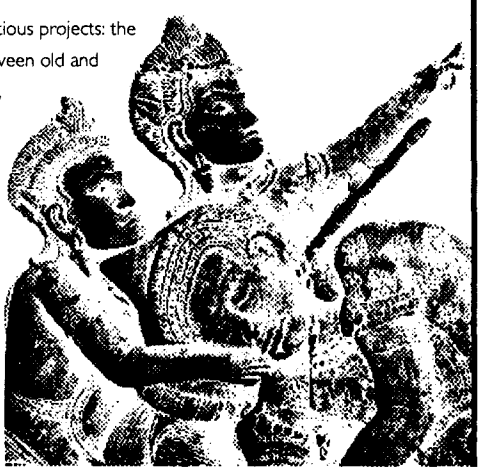

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search for a senior feminist theorist, a search whose smoke signals the English department's sizable detachment of feminist graduate students had observed closely. "She's a big name in feminist theory," says one student. "She filled a big teaching vacuum in the department, and I think a lot of people were hoping for a nurturer."

That's not exactly what they got. Even students who love Gallop say she's a tough grader and a harsh critic, that she has been known to push them through four or five drafts of a paper. "A lot of grad students are into various kinds of warmed-over liberal pedagogy," says Amirault. "And Jane is authoritarian in the sense that she believes she has something to teach you and you have something to learn. She's opinionated and abrasive. Of course, there are male professors who are exactly the same way, but it's not a problem for them." Jeff Walker, the grad student whose dissertation is on mother and sons, makes a similar point: "Grades are meaningful to Jane in a way that they aren't to many professors. She's given Bs and Cs to graduate students. And there's a tension, I think, between her rigorous pedagogy and high demands and her casualness in other respects, her willingness, for example, to socialize with graduate students. In psychoanalytic terms, she's playing two parental roles: One embodies the law of the father and the other the presumed supportiveness and informality of the mother."

Elisabeth Ladenson, a former protégée of Gallop's who is now an assistant professor of French at the University of Virginia and who calls Gallop's teaching "unconventional, self-referential, sort of dangerous," tells a story about sitting in on a feminist lit-crit seminar that Gallop taught for graduate students at Rice. "One day a woman gave a presentation, and she had basically ignored everything Jane had asked her to do in the assignment: She talked about five or six essays instead of one, she argued with them instead of doing a close reading, and after the allotted fifteen minutes were up, she showed no sign of stopping. Jane asked her quite directly to think about the fact that she hadn't fulfilled the assignment—very firmly and very neutrally, sort of like an analyst. And the woman started crying. Frankly, it would have thoroughly disarmed a male professor. But Jane didn't let it go. She began talking about how the precise way this woman had flouted the rules was symptomatic of something larger in feminism, a kind of resistance to theory. She turned this excruciating situation into an edifying pedagogical moment." Did the tearful student get much out of it? "I don't think so," says Ladenson. "Except maybe some feminist jargon. On the last day of class she complained about having been victimized."

Though Gallop seems the soul of friendliness, I can see how she might be formidable. She has a deep voice, and she talks loud and fast, hell-bent on making her points. "Students are blinded to her nice-guy side," says Ladenson, "because she's very smart, she doesn't suffer fools gladly, and when she's in the classroom, well, she thinks about what she's thinking about. She's not worrying whether you have a comfy chair." Her appearance challenges, too, in part because she pulls off the curious sartorial trick of looking both clothes-conscious and utterly indifferent to fashion. Her outfits and accessories—the skirt made of men's ties, the glove-tight Joan Crawford suit she sometimes dons for conferences—seem to announce themselves with quotation marks as "parody" or "eccentricity" or "fetish." For both of our interviews, she is casually dressed in shorts and a brightly colored vintage shirt and wears no makeup. But a single rattail braid hangs from her tousled shoulder-length hair and she flashes a *Married to the Mob* manicure—long crimson nails, except for one gold pinky nail. Jeff Walker says he was "terrified of her on the first day of class, because, first, she was wearing this bright red power suit with all these wild accessories. And second of all, she started out by telling us we'd have to work harder to satisfy her expectations than we ever had before."

The work she wanted the students to do in that class—the first she taught at UWM, and a repeat of the feminist theory class Ladenson describes—focused on her then book-in-progress, *Around 1981* (published by Routledge in 1992), and its main theme: the acceptance of feminist criticism as a legitimate branch of literary studies. They were to analyze its institutionalization in the academy at a time—the early Eighties—when, as Gallop writes, "feminism as a social movement was encountering major setbacks in a climate of new conservatism." But Gallop tends to underestimate the extent to which some of her own feminist students perceive her as an exponent of institutional power, resent her for it, and wish to make *that* the subject of the class. In each of the three feminist theory seminars she has taught since 1985, she says, "some subset of the seminar decided to band together to try and challenge me because they thought I was authoritarian." And in the sexual harassment complaints, her accusers also seem disgruntled with her status, stressing Gallop's "fame" as a theorist (as one of their supporters explains to me, though the students didn't have to take courses with Gallop in order to complete their degrees in their chosen fields, they felt "pressure" to do so "because she is famous"), her position as the only woman at UWM to have achieved the rank of Distinguished Professor, and the "extremely unequal power differential," as one of the complainants puts it, that separates professors and graduate students.

"One of the misunderstandings I had with that class," Gallop says, "is that they somehow saw my giving them my writing as a way of redoubling my authority, whereas I saw it as a way of

Gallop looks upon student infatuation as an analyst looks upon transference: an instrument of understanding if acknowledged, a block to learning if not.

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making myself more vulnerable, because, after all, these were drafts."

In hindsight, Gallop wonders whether offering up her unfinished work was the only "gesture of informality" that her students misinterpreted in light of that "power differential." Early in the semester, she started going out after class with a group of female students who wanted to continue the discussion, maybe get a little more airtime than they had managed to snag in the overenrolled seminar. They'd drink beer and joke around; the conversation would often turn to sex. Gallop joined in; she welcomed the opportunity to remind her new students that, though she sometimes sounded pontifical in class, she was a real person, not "some kind of totally professional being."

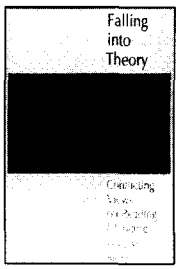
"Certainly part of who I've always been socially since I was an adult, or even a semi-adult," Gallop says, "is someone who makes sexual jokes with just about anybody, aside from strangers on a bus. I am someone who is sometimes flirtatious and who likes acting somewhat outrageous. So with grad students in a social situation, I find myself reacting as I would to anybody in a social situation. And with a sense that that is what they want. I mean, grad students are always trying to get professors to go out drinking with them, to come to their parties; they seem to want to break down some of that distance."

In the past, that flirting was apparently understood more in the spirit that Gallop intended it than as, say, a proposition. The university's finding in the sexual harassment case states: "None of Professor Gallop's students [an unspecified number were interviewed for the investigation], either former students or UWM students, had any personal knowledge of any sexual relationship, consensual or otherwise, that Professor Gallop had had with any student. None of her former Ph.D. candidates felt any sexual overtones in her dealings with them. Each described her as either 'provocative' or 'performative.'" This accords with my own picture of Gallop, which is not of a coy or predatory flirt, but of a rather straight shooter.

"Jane flirts with everybody," a friend of hers says. "She flirts with inanimate objects. That's just Jane. Always has been as far as I know." But these days when Gallop throws back a few beers and pals around with her grad students, it has a different meaning than it had when she was younger, untenured, less published, about as unfirmly ensconced in the academy as feminism itself. It was naive, perhaps, not to realize that sooner. "I now have students like [one of her accusers] who come to work with me because they've read my books on the reading lists for their M.A.s, students for whom I am an authority because I'm an author," Gallop says with a Rodney Dangerfield grimace of disbelief. "I still look at my writing as something I hope is good enough, something I'm anxious about the unfinished drafts of. But for my graduate students, I am the author of *The Daughter's Seduction*, the author of *Reading Lacan*. They perceive me as something that is still barely imaginable to me—as what I call Jane-Gallop-in-quotation-marks."

After talking to several of her students, I begin to realize that Gallop makes some of them angry because she reminds them that distinguished female professors aren't necessarily any nicer, more indulgent, more intuitively ethical, than their male counterparts. Just like the guys, they sometimes hand out bad grades, refuse to write letters of recommendation, pack reading lists with their own books, turn importuning freshmen away at their office doors. Only it's worse, because students, especially women, want more time and expect more comfort from female professors. There are still so few in the higher ranks of academe—women make up more than half of all college students but only 11.6 percent of full professors nationwide—that each one must carry an unwieldy burden of expectation. They must embody with George Sand–like brio what it means to be women and intellectuals, while nurturing every tender ego that comes into their orbit. If they should happen also to be feminist scholars, they raise the further hope, fed by much of the writing on feminist pedagogy, that their classrooms will be havens of sisterly equality where the gladiatorial rivalries of the "patriarchal" seminar are given no quarter.

The feminist students now working toward doctorates are the first to study under feminist teachers with tenure and clout, and this has produced some



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curious reactions. "One of the things I have experienced is that our students tend to imagine we have more power than we do," says Nancy K. Miller, a feminist literary critic at the City University of New York. "Our generation had no women ahead of us: We were rebelling against father figures, and that was simpler in some ways. Now I'm the same age as some of my students' mothers, and I stir some of those feelings of identification and repudiation you might expect."

Feminist senior professors must embody with George Sand–like brio what it means to be women and intellectuals, while nurturing every ego that comes into their orbit.

But rebelling against Gallop is peculiarly tricky, because she's such a figure of rebellion herself. The authorial voice Gallop adopts in *Thinking Through the Body* is boldly exhibitionistic and coolly self-critical ("In the original paper I talk about the 'American feminist' and her investment in the clitoris. If I am distancing myself from that, it is both maturbatory guilt and more general embarrassment with the celebration of the self. . . . The attack on the American celebration of the self has become stock discourse contrasting American and French feminism. Yet who am I when I say that?. . . Encoding the guilty as American acts out an identification with the 'French woman' and an aggressive distancing from the 'American feminist' "). She's only too happy to disrupt her sophisticated discussion of the distinction between "phallus" and "penis" in Lacanian thought with a Borscht Belt dirty joke ("Anna Freud was reaching maturity and began to show an interest in her father's work, so Freud gave her some of his writings to read. About a month later he asked her if she had any questions about what she had been reading. 'Just one,' she replied. 'What is a phallus?' Being a man of science, Freud unbuttoned his pants and showed her. 'Oh,' Anna exclaimed, thus enlightened. 'It's like a penis, only smaller!' "). And she's eager, in her readings of the big boys, like Roland Barthes, "to outdo the fathers at their own game," as Ann Snitow put it in a review of *Thinking Through the Body*, "to seduce them, too, until they are forced to subvert their own rules, or to admit the failure of their systems to contain everything and particularly to contain the unreadable, unresolvable body." Students seem to like the way Gallop swaggers across the page, but a lot of them, I suspect, would rather be her than be taught by her.

Gallop knows she is caught in a bind: "I'm realizing that one of the reasons I can't undercut my authority with students by being shockingly informal is that my authority is based on an authorial persona or a theoretical persona that is itself shockingly informal—that's part of its authority. It seems like a terrible contradiction." Gallop pauses to take a long sip of mineral water. "The sexual innuendo that functioned ten years ago to mark me as one of the girls with my students now marks me as one of the guys."

II.

Dana Beckelman was not one of the students who bristled at Gallop's authority. At least not at first.

When Beckelman, a second-year Ph.D. candidate in the rhetoric and composition program within UWM's English department, signed up in the fall of 1990 for Gallop's graduate seminar on feminist theory, she was already, as she puts it, "smitten." In an autobiographical paper she later wrote for another professor, Beckelman recalls how she'd fantasized all summer about "sprawling" under the oak trees in her backyard with Gallop, discussing writing with her, playing Phaedrus to Gallop's Socrates.

At thirty, Beckelman was in search of a mentor to foster her own flamboyant style. A lesbian with the muscular build of the Texas state shot-put champion she had once been, a talented writer torn between fiction and literary criticism, she wasn't sure where, or even if, she belonged in the academy. "But I figured, here's Jane Gallop, this person who's not your typical academician, someone who could be a role model for how to be yourself and still be a successful academic. We're both sort of bad, boisterous, outrageous. We enjoyed that about each other," Beckelman tells me on the telephone from a friend's house in California.

Even better, Gallop was, in a manner of speaking, famous. Not Madonna famous; not even k.d. lang famous. But a name with real pull in high theory and feminist circles. "I'm a Capricorn, I'm very ambitious, very driven," says Beckelman. "And I'd gone to Milwaukee to get on the fast track by hooking up with someone well known. I was dazzled by Jane—it was the first time I'd ever worked with a scholar who had a national reputation." At another point in the conversation, she says, "If Jane had approached me for a fling during the first few weeks of school, I think it would have happened."

Two weeks after enrolling in her course, Beckelman asked Gallop to be her adviser, and Gallop accepted. The women became friendly outside of class. Beckelman concedes that she participated in, and even initiated, much of the beer-drinking banter (she remembers holding forth one night about her "very Seventies, Marge Piercy-esque, we're-all-nonmonogamous

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theory of open relationships"), though the sexual harassment complaint she would file two years later suggests that Gallop's contributions to that same banter amounted to an abuse of power. "Look, I'm five feet nine, 170 pounds, and very dykey," Beckelman says. "People look at me and say: 'How could this happen to *you*? How could you let Jane do this to you?' But grad school is a pretty weird, paranoia-inducing place. I was trying to work with someone who was well known, and I liked her. She's gregarious; she has a certain amount of charm. When she flirted, I flirted back. It reminded me of the wordplay in her books and I thought, *Hey, this must be the latest hip and trendy theoretical thing.* But then I began to be confused by what she intended with some of her remarks."

By way of example, Beckelman says Gallop told her she had "beautiful deltoids" and that she liked Texas women. After Beckelman's open-relationships speech, she says Gallop remarked, "From all that practice, you must be quite a good lover." Gallop remembers similar themes, different inflections: She says she kidded Beckelman about how she showed off her deltoids when she talked; told her she enjoyed hearing a Texas accent because she missed Texas; and said, "in a spirit that was sarcastic, not admiring," that it sounded like Beckelman was trying to impress the group with her "experience."

At first, their work together seemed full of promise. Beckelman was eager to try out her own version of Gallop's confessional style and pleased when Gallop gave her an A/A- on her first class presentation, which blended analytical work with a memoir of her grandmother. But Gallop's reaction to her second presentation came as a blow. "It had a lot of inside Freudian jokes," Beckelman recalls, "so I thought she'd think it was funny. But I was questioning her position as a woman who says she's attracted to women of another class, even though she lives with a man and has a son."

Beckelman is citing a parenthetical remark in one of Gallop's essays that jumped out at her the first time she read it. By the time Beckelman told me about it, she had come to regard this comment as the key to Gallop's "eroticization" of graduate students. Gallop delivers the aside in "The Other Woman," an essay about an essay in which the French feminist Annie Leclerc explores her sensual fascination with the maid depicted behind her mistress in Vermeer's *The Letter*. Gallop is interested in what Leclerc's reverie might disclose about the fantasy of a classless sisterhood, oceanic and all-embracing, so

Beckelman fantasized all summer about sprawling under oak trees with Gallop, discussing writing with her, playing Phaedrus to her Socrates.

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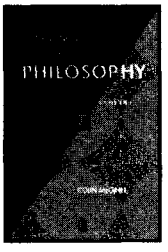

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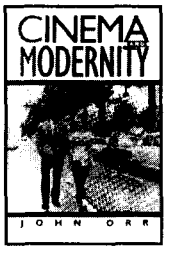

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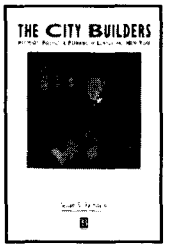

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attractive to so many feminists. In typical Gallop fashion, she chides Leclerc for romanticizing the working class while congratulating her for owning up to a desire that others share but deny: "Of course, there is a long phallic tradition of desire for those with less power and privilege (women, for example) and I cannot but wonder about the relationship of Leclerc's desire to that tradition. Just as I cannot but be reminded of the romantic and essentially conservative tradition of the happy and beautiful folk, the earthy, free working class. . . . Despite these problems I have with Leclerc's desire for the maid (an erotic attraction to women of another class which I share, I should add), I think it valuable as a powerful account of just that sort of desire, a desire that is frequently hidden under the 'mantle of redressers of wrongs.'"

In early October—before the second presentation—Beckelman told Gallop she needed to talk to her, and they went out to dinner. She wanted to clarify, Beckelman now explains, what the "woman wanted from me." She quoted Gallop's glib remark in the essay on Leclerc, and said it bothered her. Was Gallop just striking a theoretical pose, or did she really have lust in her heart for other women? Gallop told her it was none of her business. Beckelman persisted: "Are you coming on to me or just flirting?" "Just flirting," Gallop replied, adding that she thought of flirting, theoretically, as a way of seducing students to learn, and that she was most definitely pursuing a pedagogical, not a sexual, relationship with her. Gallop recalls that Beckelman seemed relieved. And they agreed for a time to drop their ribaldry.

But in that second class presentation later that month, Beckelman again brought up Gallop's "erotic attraction to women of another class"; as Gallop understood it, Beckelman was accusing her of pretending to a fashionable lesbianism. (For the record, Gallop says she has slept with both men and women, and in the early Seventies she identified herself "publicly and politically" as a lesbian. She has been involved with her current boyfriend, however, for the past thirteen years.)

Gallop gave this talk a lower grade than the first—an A double minus—because, she says, the ideas were muddled and it lacked the kind of narrative passages in which Beckelman shone. But Beckelman took the grade hard; to her it was evidence that Gallop "loathed" her work, that she "just went ballistic when I challenged her position." Beckelman felt reassured when Gallop gave her an A/A+ on her final paper, which alternated between a scholarly analysis of *Thinking Through the Body* and a series of sexually explicit love letters to an unnamed woman. The grade was unusually high for Gallop—so unusual that she called Beckelman at home in Texas over Christmas vacation to tell her about it—but for Beckelman it was just a sign that she and her mentor were "back on track."

Hearing Beckelman talk about her excitement when Gallop liked a paper and her dark suspicions when Gallop didn't, I remember the sensation of yearning for an adviser's approval, feeling embarrassed about the childlike quality of that yearning and yet knowing that, professionally speaking, the approval is necessary. At one time or another, most graduate students have entertained the suspicion that their adviser controls their destiny, and it's true in just enough ways to make paranoia seem justified. "The professor combines the transferential authority of the parent with the actual power of a director of graduate studies," writes historian Peter Loewenberg in a smart essay on the sticky emotional climate of graduate school. "The faculty-student relationship, particularly on the graduate level, is not that of equals. It is one of domination and submission. Whereas reality factors in other professional relationships such as attorney-client or doctor-patient are limited to a contractual transaction whereby the latter agrees to pay and obey while the former ministers with the promise of relief, in academia the reality gives the professor authority over the student's finances, employment, academic record, references—to say nothing of the emotional rewards—heightened self-esteem, enhanced prestige, and the fantasy of eventual inheritance of power. . . . For any student who has been an independent adult on his own, a return to graduate school most certainly represents an emotional regression."

On at least one occasion that they both confirm, Beckelman seems to have been trying to impress Gallop with her sexual savoir-faire. One fall afternoon Beckelman showed up at Gallop's office with a package she had received from her lover in Texas: Beckelman described it as a "Freudian fantasy kit"; Gallop describes it as a bundle of "sexual props." Gallop was, she wrote in her official response to Beckelman's complaint, "horrified," and asked Beckelman "to put it away, told her that her fantasies [were] and should remain a private thing between her and her lover, and that [she did] not want to see or hear about this package."

In the spring semester, Beckelman opted to take an independent study with Gallop in which she would read Freud, Barthes, and Lacan, as well as her adviser's two books on Lacan. It was the low point of their pedagogical relationship. When they held their first meeting, to discuss Freud's *Beyond the Pleasure Principle*, Gallop felt, as she wrote in her reply, that Beckelman's "readings were very uninformed and extremely inaccurate. Dana had never studied Freud and, I believe, had never even read him before but had, as does the culture in general, a lot of presuppositions about him. When I would try to point out the ways that her readings were implausible, wrong, or didn't make sense, or when I tried to ask her leading questions to get her to see these problems, she simply argued with me, defending her 'posi-

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tion.'" Gallop suggested they try something different. Beckelman would come in with questions about what she didn't understand in the text; Gallop would clear them up. But this approach, too, soon dissolved into argument. When I ask Beckelman about it, she agrees that their meetings were often combative, but offers a different interpretation: "It was frustrating. I'd want to talk about my ideas and she'd just want to talk about hers. I felt like she was threatened by me, but I thought, *This is weird: This woman is very secure; she's got her books. How could a grad student be threatening to her ego?* But the more I said things that went against her ideas, the more she'd say, 'That's not valid.'"

Gallop considered it a breakthrough when she and Beckelman began openly discussing the tensions between them. At one point, Beckelman accused her of wanting to relegate her to student status forever so that she could continue to exert control over her. She worried, she said on another occasion, that Gallop would never be satisfied with anything she did and then confided that in this sense her adviser reminded her of her father, a high-school football coach who wanted Dana to excel at sports but couldn't show any pleasure when she did. ("I told her about my father," says Beckelman. "But I also told her I'd been through therapy and didn't have those issues anymore.") Later, Gallop says, Beckelman told her that when she was a student in the master's program at UT–Arlington, her female adviser had seemed put off by both her lesbianism and her outrageous style. (Beckelman denies having said this.)

Gallop, reluctant to be miscast as either withholding father or prissy professor, reverted to the light, slightly off-color teasing that she believed was "comforting" to Dana because "it was where I treated Dana as a peer and showed her I was not a judgmental authority."

When I try to puzzle out how Beckelman must have felt, one of Gallop's colleagues' remarks sticks in my mind: "I never thought what Jane did was sexual harassment. But I wondered about her judgment. Dana idolized her and I think she should have realized that with this student she was on shaky emotional ground." Gallop figured she could handle whatever ambivalent feelings a bright, audacious student like Beckelman might have about her. "I think I had a kind of hubris in which I felt I could teach any student," she says. "I could get over their resistance or whatever. I hesitate to say this in print, because I don't tell the students this, but I actually agree to work with any student who asks to work with me, because a lot of students get very intimidated by me at first."

In February 1991, Beckelman interviewed Gallop for a publication called *Composition Studies: Freshman English News,* and both women think of it as a reliable document of what was best about their exchanges. It makes a lively read, yet there are stretches of the interview where both Gallop and Beckelman seem not so much to be swapping ideas as thinking aloud in each other's presence. When one or the other hears the word "sex" they seem to have found their point of connection, but it's illusory. Gallop compares writing to sex, for example, while Beckelman seizes on the sexual analogy to steer the discussion to their relationship:

JG: I had a realization sometime last

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fall about my specific relation to writing. It's not the actual writing that is difficult, but there's something I'm terrified of that makes it very hard. I feel like I don't want to write, I don't want to sit down to write, I don't want to start, I want to get up right away, yet when I say it's very hard I'm exaggerating because I sit down and do it every day and once I start it's extremely pleasurable. So I had this realization that I felt the exact same way about sex.

DB: Something told me that we'd get to sex sooner or later.

JG: Of course, but I want to explain because I had one of those moments like light bulbs going on in the sense that I avoid doing both, or think I want to avoid doing them. I mean, I've been living with someone for years, and every night we get into bed together, but that doesn't necessarily mean we're going to have sex, and my first reponse is to think I want to watch TV or I want to go to sleep. But a lot of times, particularly if a couple of days have gone by, I make myself start having sex, and as soon as I cross over some kind of threshold in which I commit myself to having sex I find that it's extremely pleasurable. But there's something in me that doesn't want to do it so that I have to make myself do it, and I have the exact same relation to writing, which is that once I start writing I very seldom have trouble, I very seldom get stuck, I very seldom write much that I have to throw away, so that I actually write well and get a lot of pleasure from it. So they're both sources of great gratification and yet also things that I'm terrified of and resistant to.

DB: But it's more than just a fear of failure—

JG: Yes, I think that there's some fear that I will be confronted with some terrible inadequacy about myself, but it's also about how one constructs one's self-image—

DB: In the sense that you don't want to be someone who writes about sex and doesn't have it—

JG: Right. Jane never has sex, she just theorizes it.

DB: Well, speaking of sex and writing, where does your view of teaching as a form of seduction fit in?

Gallop thinks she made mistakes with Dana Beckelman, but not the one that everybody else seems to think she made, which was to kiss her at a crowded bar in the presence of other graduate students. Indeed, it's hard to find anyone other than Gallop herself who will defend the "twenty-second soul kiss," as one witness described it. Especially since it occurred the evening after Gallop jokingly referred to herself as someone whose "sexual preference is graduate students."

Gallop's remark was intended to be provocative, she says, but she made it in the service of an intellectual critique. Taking the floor at a gay and lesbian conference after one speaker had waxed enthusiastic about butch and femme roles, Gallop remembers saying something like, "As one of the few people here who is not a graduate student, as someone who might say her sexual preference is graduate students, I want to ask why you are celebrating all sorts of differences, thinking it progress that they are no longer denied, while one kind of difference is bad, remains something that should be reduced as much as possible—the difference between teacher and graduate student."

That evening, Beckelman, Gallop, and a handful of other grad students who had been at the conference went out drinking at a local lesbian bar. For a long time, Beckelman and Gallop talked about their troubled relationship, with Gallop sitting on a bar stool swigging beer and Beckelman standing between her legs. Gallop kept making the point that no amount of repartee could alter the fundamental fact of their relationship: She was the teacher, Beckelman the student. Beckelman hadn't been able to accept that, she said, and had wanted to "fuck the teacher out of her." Beckelman says Gallop touched her breasts and stroked her shoulders as they talked; Gallop says she may have touched her arms for emphasis, but not her breasts. After half an hour or so, Beckelman broke up the tête-à-tête by urging the group to dance—a moment she describes in a paper she wrote for another professor as "egging" Gallop onto the dance floor, then smirking with her friends about what a lousy dancer she was.

Before Beckelman left the bar, she and Gallop embraced, as they sometimes did when parting. According to Beckelman, Gallop then "mashed her lips against mine" and "shoved her tongue in my mouth." According to Gallop, Beckelman was the one who turned a peck into a French kiss. But both women say that from there on in, the smooch was mutual. Gallop says they were engaging in a "performance," not acting on desire. Beckelman, in her complaint, describes her apparently enthusiastic participation this way: "So I kissed her until she responded, more as a vindictive act than a reciprocally sexual one. I was angry and hurt, and saw kissing her as a form of revenge, a way to manipulate her desire, knowing I would never go any further." In our interview, Beckelman sticks with this oddly pulp-fiction-ish scenario. "My attitude," she recalls, "was, sure, I'll kiss you. I will give you the kiss to end all kisses and then I'll never touch or flirt with you again."

According to the university's finding, "The individuals who witnessed the kiss varied in their perceptions of what they saw," proving, one supposes, that a kiss is neither still nor just a kiss: "Some thought it was a performance. One saw it as 'humorous' that a student who had been flirting with Professor Gallop had finally kissed her. Another surmised that

By Gallop's logic, it is the fact that she kissed Beckelman so brazenly—before a semicircle of gaping students—that exonerates her from sexual harassment.

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outside its context, others would 'miss the point.' One student stated that Professor Gallop 'definitely forced [Ms. Beckelman] between her legs while they were at the bar.' "

By Gallop's logic, it was the very fact that she kissed Beckelman so brazenly that exonerated her from sexual harassment: If she were trying to hide either a coercive or a consensual relationship with Beckelman, she wouldn't have stood there twisting tongues with her before a semicircle of gaping students. And, in fact, several of her friends and colleagues talk to me about Gallop's "masquerade" or "performance" as a "bad girl"; much of what Gallop would do in public, they say, is precisely what she *wouldn't* do in private. Her critics on the UWM campus, though, could interpret the kiss only as a tip-of-the-iceberg anecdote: If this is what Jane Gallop does in the open, just imagine what she does behind closed doors.

Gallop's own account of the barroom clinch does more to advance her pedagogical theories than to clarify her motives. "I wanted the other graduate students at the bar to think about the erotics of the relation between teacher and student," she says. "You know, a lot of the reaction, both gossipy and official, to my case is that what I have done in general, and what I must have done that night, was to make students uncomfortable. And the way things are going with sexual harassment policy, people are beginning to interpret 'hostile environment' as anything that makes students uncomfortable. Well, I have a problem, because I feel that part of my *job* as a teacher is to make students feel uncomfortable, to ask them questions they don't necessarily want to face."

Gallop may have been deluding herself when she assumed that she and Beckelman shared the same playfully transgressive agenda or that Beckelman could ever resist the opportunity to use the kiss against her. She probably should have paid heed to the barely contained rage in Beckelman's conference presentation the next day, when she amended the paper she was giving to include the lines "I don't have a problem fucking Jane Gallop as long she practices safe sex. After all, she is merely an 'other woman.' I do have a problem fucking my dissertation adviser." Beckelman says she meant this as a "public rejection of any intent to have sex with Jane." Gallop says she didn't think of it much one way or another since the paper dealt with her work and was full of bold puns; besides, she says, she already took it for granted that she and Beckelman would never sleep together. In fact, Gallop told her afterwards how much she liked the paper, though she challenged Beckelman's interpretation of the nurse on the cover of *Thinking Through the Body* as "a lesbian figure." (The cover photograph shows a nurse assisting at a birth.)

If Beckelman felt any lingering anger over the kiss, she didn't show it. She and Gallop continued to work together during the spring and summer; they went out at least once for Mexican food and once for beer, and, Gallop says, hugged "in the manner of old friends" when they said good night. Though Beckelman told Gallop that her girlfriend, who had been at the bar the night of the kiss, had been made jealous by it, Beckelman never said she was disturbed by it herself. The trouble came, as it always had with Gallop and Beckelman, when Gallop began passing judgment on her work.

Beckelman was writing her preliminary proposal—the three- to five-page essay in which she was to define the field she'd be examined in and which Gallop thought of as a key intellectual exercise, the first step in transforming a grad student into "a mature, autonomous, and original scholar." Gallop found Beckelman's initial attempts to formulate her field (she wanted to work on some aspect of feminist academic writing) confused, and the teacher marched her student through four or five drafts (Beckelman says five; Gallop remembers four). "I was very frustrated," Beckelman says. "I called it the rigor patrol. The second version I thought was very good, the third draft I thought was better, but the fourth and fifth got worse. I realized that the first three were all trying to articulate my ideas, but the fourth and fifth were trying to articulate hers." (In her complaint, she writes that "I feel at this point there is a direct relationship between Jane's rejection of my proposals and my rejection of her advances, but I cannot, of course, prove this.")

The following December, Beckelman wrote to Gallop to tell her she had decided to withdraw from the rhetoric and composition program and switch to

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the creative writing concentration. Gallop was disturbed by the wistful and intimate tone of the letter—Beckelman, she says, wrote that she had been sweeping her new apartment in the nude, it was four o'clock in the morning and she was thinking of Gallop, feeling sad about her plan to switch to a program in which Gallop could no longer advise her. (Beckelman's recollection of the letter varies slightly from Gallop's: She says that when she mentioned sweeping in the nude, she was alluding to a photograph of Gallop taken by Blau that hangs on Gallop's office wall.) Gallop showed the letter to a colleague, who remarked that it sounded like a letter from a lover mulling over a breakup, and urged her to talk to Beckelman about the basis for her decision.

Here is where Gallop's and Beckelman's accounts diverge most markedly: Gallop says this conversation occurred over coffee a few weeks after she got the letter; Beckelman says it happened earlier, in September, when Gallop would have still been her adviser. Whenever it took place, the conversation began amicably. Beckelman said she had always wanted to pursue fiction writing but had worried about making a living at it. Gallop said she respected her decision to develop her talents as a prose stylist because it was her narrative writing that, as her teacher, Gallop had always thought the strongest. (In her complaint, Beckelman says she was forced to switch to creative writing by Gallop's amorous attentions—a problematic claim, since Gallop doesn't teach in the rhetoric and composition program or serve on its advisory committee, and Beckelman had gone out of her way to work with her in the first place.)

But later in that same conversation, Beckelman returned to an old theme: Had Gallop *ever* slept with women? Had she ever *really* been attracted to a student—to her, say? "Attempting to be fully honest in my answer," Gallop writes with astonishingly reckless—yet typical—candor in her official response, "I said that I had in general not felt any attraction to her" but that she remembered noticing on one occasion how nice her breasts looked in a silk tank top and had once "wondered to myself and in conversation with Dick if Dana's sexual experience with women meant she knew something that could free me from a pattern of increasing sexual rigidity." Why would she say all this to a student, even a former student, who brought more baggage than a Ryder van could hold to this particular conversation? The titillation of resurrecting a fleeting desire, perhaps. Or Gallop's compulsion to confessional honesty. Or her reluctance to be thought of as some goody-two-shoes hetero chick. Her explanation is that she was "trying to say that although I do not have sexual relations with students, I do sometimes experience real desire. I said this because I was also responding to her earlier suggestion that I was playing with a kind of fashionable lesbianism, pretending to feel attraction to women when it was in fact a pose."

For almost a year, Beckelman pondered filing a complaint, but didn't. She eventually earned her Ph.D. in creative writing (and now holds a teaching post at a university in Tokyo). She still talked about Gallop, but usually only to express the congealed scorn and pity of the up-and-coming for the old-and-out-of-it: "It's a boredom thing," she tells me. "She's done everything she set out to do. I mean, I'd feel like I was just hitting my stride, like Madonna. But maybe she feels, *Hey, I've done the book thing, I've done the child thing.*"

What finally convinced her to file charges, she says, was hearing that another grad student, a friend who was also a lesbian, felt she, too, had been badly treated by Gallop. Beckelman told the friend that together they could stop Gallop. As Beckelman explains in her complaint, while she couldn't "link Jane's sexual behavior toward me with her negative responses to my proposals," the other student's story "showed that Jane uses academics vindictively against sexual rejection." Besides, Beckelman had worried that if she was the only student lodging a complaint, she would be "constructed as having implicated myself by having kissed [Gallop] in the bar."

The truth was that Beckelman had not only implicated herself but also seemed at times to revel in her implication. When she brought the case up in a column she wrote in March 1993 for the *Lesbian and Gay Studies Newsletter*, Beckelman sounded less like an aggrieved victim than a P.C. Hedda Hopper, hard as nails and almost gleefully dishy: "Gossip has it, my dears, that at the MLA the rumors were flying (or being whispered discreetly) that I and someone else had filed sexual harassment complaints against Jane Gallop, so I don't think it's entirely out of line to confirm those rumors here. Yes, the investigation is in progress, and yes, as a result, that's all I can divulge (at least publicly). I can say, however, that the entire ordeal has been cause for my thoughts to be preoccupied."

III

Whatever one ultimately concludes about Beckelman's complaint, it's not hard to see why it warranted investigation. But why did the university treat the second student's complaint with equal seriousness? The charge was bolstered, of course, by its coupling with Beckelman's, but it's also useful to remember that in the fall of 1992, UWM had a strong incentive to treat sexual harassment complaints with elaborate deference—it had a P.R. nightmare on its hands that had everything to do with its record on such cases.

The second student (she has since transferred away from UWM, declines to be interviewed, and prefers not to be named) focused her complaint on Gallop's refusal to write her letters of recommendation to Brown and Johns Hopkins, though Gallop had previously written a letter on her behalf to the

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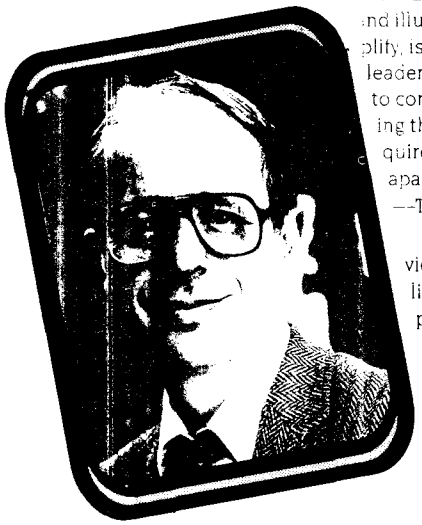


"*The Lincoln Persuasion* is a complex, fascinating and illuminating book. Its argument, to oversimplify, is that, perhaps better than any American leader in our country's history, Lincoln was able to combine a passionate commitment to changing the country with the political realism required to change the country without tearing it apart. . . ."

—*The Chicago Sun-Times*

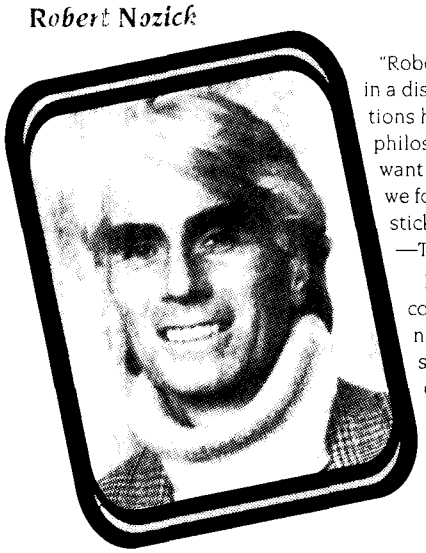
In his last work, J. David Greenstone provides an important new analysis of American liberalism and of Lincoln's contribution to our political life. Greenstone argues for the existence of a fundamental bipolarity in American liberalism between what he calls "human liberalism" and "reform liberalism."

Princeton Studies in American Politics: Historical, International, and Comparative Perspectives
Ira Katznelson, Martin Shefter, and Theda Skocpol, Editors

1993. 352 pages
Hardcover: 0-691-08790-3. $24.95

The Nature of Rationality

Robert Nozick



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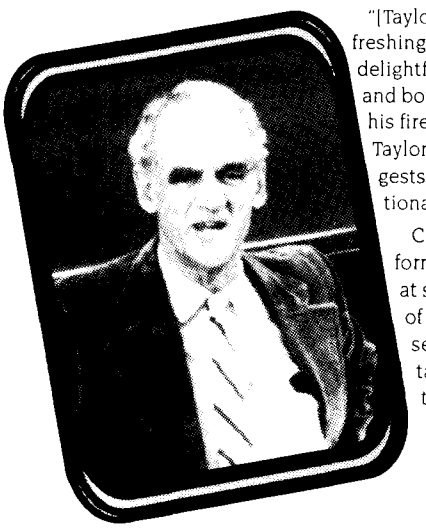
Robert Nozick continues his search for the connections between philosophy and "ordinary" experience. In the lively and accessible style that his readers have come to expect, he offers a bold new theory of rationality.

1993. 232 pages.
Hardcover: 0-691-07424-0 $19.95

Multiculturalism and "The Politics of Recognition"

An Essay by Charles Taylor

With commentary by Amy Gutmann, Editor
Steven C. Rockefeller, Michael Walzer, and Susan Wolf



"[Taylor's] writing here is clear, direct, and refreshingly free of philosophical jargon. He is also delightfully nonpartisan; his sights are set wide, and both the 'Right' and the 'Left' come under his fire. Indeed, one of the great virtues of Taylor's broad-minded approach is that it suggests the limitations inherent in these traditional designations."—*Commonweal*

Charles Taylor offers a historically informed, philosophical perspective on what is at stake in the demand made for recognition of particular group identities. His thoughts serve as a point of departure for commentaries by other leading thinkers, who further relate the demand for recognition to issues of multicultural education, feminism, and cultural separatism.

1992. 128 pages.
Hardcover: 0-691-08786-5. $14.95

Cultural Studies

The Nation and Its Fragments

Colonial and Postcolonial Histories

Partha Chatterjee

Prominent theorist Partha Chatterjee looks at the creative and powerful results of the nationalist imagination in Asia and Africa that are posited not on identity but on difference with the nationalism propagated by the West. Arguing that scholars have been mistaken in equating political nationalism with nationalism as such, he shows how anticolonialist nationalists produced their own domain of sovereignty within colonial society well before beginning their political battle with the imperial power.

Princeton Studies in Culture/Power/History

November 1993. 264 pages.
Paperback: 0-691-01943-6. $15.95
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Culture/Power/History

A Reader in Contemporary Social Theory

Edited by Nicholas B. Dirks, Geoff Eley, and Sherry B. Ortner

The intellectual radicalism of the 1960s spawned a new set of questions about the role and nature of "the political" in social life, questions that have since revolutionized nearly every field of thought, from literary criticism through anthropology to the philosophy of science. By exploring some of the most debated of these concepts—"culture," "power," and "history"—this reader offers an enriching perspective on social theory in the contemporary moment.

Princeton Studies in Culture/Power/History

November 1993. 640 pages. 18 halftones. 1 line illus.
Paperback: 0-691-02102-3. $19.95

In the Realm of the Diamond Queen

Marginality in an Out-of-the-Way Place

Anna Lowenhaupt Tsing

In this highly original and much-anticipated ethnography, Anna Tsing challenges not only anthropologists and feminists but all those who study culture to reconsider some of their dearest assumptions. By choosing to locate her study among Meratus Dayaks, a marginal and marginalized group in the deep rainforest of South Kalimantan, Indonesia, Tsing deliberately sets into motion the familiar and stubborn urban fantasies of self and other.

December 1993. 304 pages.
Paperback: 0-691-00051-4. $15.95

Hanging without a Rope

Narrative Experience in Colonial and Postcolonial Karoland

Mary Margaret Steedly

Based on the author's three years of fieldwork in urban and rural Karoland, this engaging and sympathetic account focuses on issues of experience, memory, and narrative plausibility. Mary Margaret Steedly approaches mediums' stories not simply as reservoirs of information about "what happened" at a particular moment, but as interested efforts to map a pathway across the shifting landscape of historical memory.

Princeton Studies in Culture/Power/History

November 1993. 312 pages. 10 halftones. 1 map.
Paperback: 0-691-00045-X. $16.95

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Beria
Stalin's First Lieutenant
Amy Knight

"Dictators die, and those waiting to assume power should never be ignored. Amy Knight's new biography . . . makes that chillingly clear."
—*Newsweek (International Edition)*

This is the first comprehensive biography of Lavrentii Beria, Stalin's notorious police chief and for many years his most powerful lieutenant. Drawing on sources made available since glasnost, Amy Knight describes in chilling detail the story of Beria's climb to the top of the Stalinist system, his complex relationship with Stalin, and his bitter struggle with Khrushchev after Stalin's death.

November 1993. 304 pages. 12 halftones. 1 map.
Hardcover: 0-691-03257-2. $24.95

The King of Inventors
A Life of Wilkie Collins
Catherine Peters

In this major biography, Catherine Peters explores the complicated life of Wilkie Collins, the greatest of the Victorian "Sensation" novelists and author of the famous *Woman in White* and *The Moonstone*.

From reviews of the British edition:

"Dealing with such an extraordinary life and such extraordinary fictions, most accounts of the artistic life would have no difficulty in presenting the one as simply a spill-over from the other. In this admirable biography, Catherine Peters resists such reductiveness."
—*Stephen Gill, The Times Literary Supplement*

November 1993. 523 pages. 12 pages of halftones.
Hardcover: 0-691-03392-7. $29.95
For sale in the U.S. only

The New Princeton Encyclopedia of Poetry and Poetics
Edited by Alex Preminger and T.V.F. Brogan
Frank J. Warnke, O. B. Hardison, Jr., and Earl Miner, Associate Editors

"An extraordinarily helpful volume that will save untold hours of reference time for the student, the general reader, and the literary scholar."
—*The Modern Language Journal*

The New Princeton Encyclopedia of Poetry and Poetics is a comprehensive reference work dealing with all aspects of its subject: history, types, movements, prosody, genre, rhetoric, and critical terminology.

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Freud, Race, and Gender
Sander L. Gilman

"Gilman is a brilliant historian who uses his vast knowledge of Central European history to arrive at conclusions which are strikingly original."
—*Paul Roazen, York University, author of* Freud and His Followers

A Jew in a violently anti-Semitic world, Sigmund Freud was forced to cope with racism even in the "serious" medical literature of the fin de siècle, which described Jews as inherently pathological, sexually degenerate, and linked in special ways with syphilis, insanity, and certain types of cancer. Sander L. Gilman argues that Freud dealt with his anxiety about himself as a Jew by projecting it onto other cultural "inferiors"—such as the woman.

1993. 296 pages. 9 halftones. 1 line illus. 2 tables.
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Post-Modernism and the Social Sciences
Insights, Inroads, and Intrusions
Pauline Marie Rosenau

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Race and Power in Los Angeles
Raphael J. Sonenshein

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—*The Los Angeles Times*

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1993. 352 pages.
Hardcover: 0-691-08634-6. $29.95

Gays and the Military
Joseph Steffan versus the United States
Edited by Marc Wolinsky and Kenneth Sherrill

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—*Barney Frank, U. S. House of Representatives*

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Peter Paret, Beth Irwin Lewis, and Paul Paret

". . . a lavishly printed book of propaganda posters [that] focuses on in-your-face graphics used primarily by governments to fire up their citizens to march off and slaughter one another."
—*Christian Science Monitor*

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Maria Tatar

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—*Library Journal*

1993. 324 pages. 30 illus.
Paperback: 0-691-00088-3. $14.95

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Vladimir Nabokov

The Russian Years

Brian Boyd

A terrific biography, intelligent, comprehensive, readable, indispensable. Brian Boyd brings to his work a passionate scholarship comparable to that in Nabokov's own encyclopedic edition of Pushkin's *Eugene Onegin*. You just can't do better than that.

—*Michael Dirda, The Washington Post Book World*

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Brian Boyd

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—*Walter Kendrick, The New York Times Book Review*

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Paperback: 0-691-02471-5. $16.95

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Variations on a Theme in Cultural History

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1993. 260 pages. 19 halftones.
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—*The New York Times Book Review*

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Christopher Stone presents a clear and balanced overview of the range of perils facing the human race: climate change, deforestation, wetlands loss, threats to biodiversity, toxic waste, and stresses on marine resources.

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A Sign of the Times

Omar Calabrese

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Foreword by Umberto Eco

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—*The Times Literary Supplement*

1992. 272 pages. 9 line illus. 3 tables.
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University of California at Santa Cruz. She admitted that she had willingly "engaged in a mode of sexual/intellectual pedagogical exchange with Gallop," but, she claims, Gallop then made sexual advances and when they were thwarted retaliated by treating her in "an inconsistent and conflicted" manner—that is, writing a letter of recommendation to one school but not to two others. In au courant, if somewhat confused, diction the student goes on to explain that "it is at the level of the institutionally enforced power differential (which Professor Gallop knowingly exploited) that I wish to locate the harassment."

The notorious rocking-chair incident occurred one night in June 1991 when the student dropped off a paper at Gallop's house. It was raining, she was riding her motorcycle, and she asked to stay for a while. They sat in the living room talking and had a few drinks. When the student said she was hungry and couldn't drive home until she ate something, Gallop poked around in the fridge and pulled out some leftover tabouleh. On her way to the kitchen, she walked past a downstairs bedroom and seemed to pause, which the student found insinuating. At another point Gallop reached over with her foot and rocked the rocking chair, which the student also found insinuating. Much is made in the complaint of Gallop's foot being bare. The student also mentions that a few months earlier, at a party after the gay and lesbian graduate student conference (the same conference during which Gallop was supposedly pursuing Beckelman), she felt Gallop was hovering in or around the groups of people with whom the student was talking. (Since the student's complaint alleges quid pro quo harassment—that is, that Gallop refused to write the letters of recommendation because her sexual advances had been spurned—it seems worth noting that Gallop wrote the one letter and declined to write the others within the same three weeks in December, more than six months after the alleged come-ons occurred.)

Gallop says she could support the student's application to UC–Santa Cruz because the student had told her she wanted to pursue gay studies, and Santa Cruz was strong in that field, but she could not endorse her for a more general graduate program in English at schools not known for gay studies. The student had taken only one class with her—an undergraduate lecture course she had actually audited—and she had been faltering at UWM, picking up incompletes and growing ever more frustrated with the scarcity of gay studies offerings there. In her official response, Gallop also says she cannot see how declining to write a letter of recommendation constitutes a form of retaliaton against a student.

When UWM's Office of Affirmative Action/Equal Opportunity finally released a finding on the case in December, it agreed with her, and in strong language: "While [the student] claims she felt these acts were 'sexual in nature,' she does not describe a single incident that could be defined objectively as such. Such feelings, unaccompanied by words or actions on Professor Gallop's part, are not contemplated within the definition of 'sexual harassment' by either the Equal Employment Opportunity Commission's regulations or courts. . . . Professor Gallop's reasons for refusing to write letters of support for her are entirely reasonable and plausible."

The second student's complaint may have been patently, even comically, flimsy, but it's important to remember how inflamed the atmosphere was when the charges were filed. A state legislative audit performed in the spring of 1991 had faulted UWM for not taking complaints of discrimination and harassment as seriously as the law demanded. The affirmative action office, it said, did not keep adequate records of student complaints, dragged its feet when it looked into them, and sometimes lost files altogether. Meanwhile, a routine U.S. Department of Labor investigation had revealed that the university had not filed the affirmative action report required by federal law for five years. So the Department of Labor decided to look a little deeper: In the fall of 1992, it issued a stinging report that identified "patterns and or practices of discrimination" in UWM's hiring and promotion of women. It threatened to freeze federal grants for the entire UW system—some $350 million worth—if UWM didn't take steps to rectify the problem. (The university has since reached an agreement with the federal government in which it promises to revamp its affirmative action procedures and offer jobs and back pay to a number of female faculty members who left or were not promoted.)

Much is made in the second student's complaint of Gallop's foot being bare.

None of this was happening quietly. For months, the Milwaukee newspapers and politicians had been taking UWM to task. State senator Barbara Notestein had declared that "something was rotten at UWM" and called for the resignation of Chancellor John Schroeder unless he took steps to correct sex discrimination on his campus. Somebody organized a Victims of UWM Support Group, which advertised its mission in the student paper: to aid "healing by acknowledging what the UWM families will not—the covert nepotism, patronage, unethical practices and discrimination by UWM Families based on gender (male and female victims), race, economic class and ethnic or religious affiliations" and by pursuing remedies such as discrimination suits for those "crippling abuses."

Moreover, the individual cases of discrimination and harassment that had come to light were embarrassing in the extreme. The best known—it even showed up as a segment on NBC's *Street Stories*—was the Ceil Pillsbury case. Pillsbury was an accounting professor in the UWM business school who filed a sex discrimination suit against the university for denying her tenure in 1989 while granting it to three similarly qualified men. Last year she settled with UWM, winning tenure plus back pay and legal expenses. In the meantime, Pillsbury proved to be a stunningly marketable injured party. A Republican and born-again Christian who had never been, as they say, a troublemaker, she was fresh-faced, preppie-looking, and married to a wealthy businessman who did not

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begrudge her the mounting costs of battling the university. Worse still, she told tales of a sexism so crude and retrograde you wondered whether her colleagues had been cryogenically preserved since the Barney Rubble era. After deep-sixing Pillsbury's tenure bid, for example, the business school's tenured professors, all twenty of them men, issued a memo defending their decision. In it, they saw fit to mention that Pillsbury had once attended an office Christmas party clad in "a sweater that had a small boot suspended from each breast." Their argument seemed to be that because Pillsbury wore sexy sweaters, she could not be a feminist, and because she was not a feminist, she could not accuse them of sex discrimination. The offending sweater, which Pillsbury brandished on *Street Stories* and in the pages of *The Chronicle of Higher Education*, turned out to be a bulky wool number featuring a fireplace bedecked with Christmas stockings, one of those special holiday purchases you see advertised in Spiegel-style catalogues. Even if Pillsbury's wearing of sexy sweaters were remotely related to the tenure decision, this was not a sexy sweater.

And if the business school excelled at what's-*she*-doing-in-our-clubhouse sexism, the art department distinguished itself with tacky sex scandals. Students complained that it had become a place so preoccupied with frantic coupling, it was not only hard to get work done but sometimes downright unsafe. In the fall of 1992, for example, the university initiated dismissal proceedings against one Gary Schlappal, an associate professor of ceramics upon whom, one imagines, the pottery wheel scene in the movie *Ghost* had a big impact. Students claimed Schlappal (who did not contest the charges of professional misconduct and later resigned) said things like "Let's go back to your place and party" (to a female undergraduate) and "I had her in a motel room for a month with nothing but a bare bulb swinging over us, and she still doesn't get it" (to one undergrad about another). In addition, Schlappal allegedly had sex with a student in his office one night while other students were working nearby in the ceramics studio. They might not have noticed, except that the woman closeted with Schlappal had left her kiln unattended, causing it to become, as the university report on Schlappal puts it, "red hot": "This created an embarrassing and awkward situation for students J and K as they felt helpless to do anything as Gary Schlappal was in his darkened office with Student I at least until past 12:30 A.M."

Chancellor Schroeder thought one way to diffuse the embarrassing and awkward situation in which cases like this had landed the university would be to ask sociologist Eleanor Miller, one of his critics on campus, to head the affirmative action office and see what she could do to clean it up. Miller had held the post for less than a year when the Gallop complaint came in. Though both feminists, Gallop and she were not allies—Miller had objected strenuously and publicly to a conference Gallop had proposed on teacher-student sex—and Miller says now "there was no complaint I wanted to deal with less." Though she worked on the case initially, she recused herself a few months into the investigation, because "there were reasons I felt I wouldn't be seen as an unbiased judge in the case." (The finding was written by Barbara J. Meacham, a lawyer from outside the university who succeeded Miller.)

There were others on campus who wanted to see the case against Gallop pushed as far as it could go. They saw it as a chance to prove the integrity of sexual harassment codes by applying them as stringently to a prominent feminist as they would to some unrepentant Lothario. "Jane Gallop is as bad as—no worse than—the men who do this kind of thing," says Christine Ruh, a former student and self-declared "Victim of UWM" who has devoted much of the past eight years trying to get the university to redress her grievance—a complaint against a professor with whom she had a consensual relationship and who later, she says, treated her badly in class. "[Gallop's] research is about the empowerment of a group of people who have been discriminated against for millions of years. But this case completely negates all that stuff she has said. It's a betrayal of her work."

Some feminists saw the Gallop case as a chance to prove the integrity of sexual harassment codes by applying them as stringently to her as to some unrepentant Lothario.

Gallop's two accusers took advantage of sentiments like these when they began to organize against her on the UWM campus. Last spring, although the investigation was still in progress and was supposed to be confidential, they called a meeting of their fellow grad students to air their complaints against Gallop and to urge a boycott of a conference she was organizing under the auspices of UWM's Center for Twentieth Century Studies. During the conference itself they formed an ad hoc group called Students against Sexual Harassment (SASH) and set up a table immediately outside the hall, at which they sold cookies, muffins, and Day-Glo bumper stickers that read "Distinguished Professors Do It Pedagogically." Students also passed out flyers exhorting conference participants, "Do not allow yourselves to be co-opted into Jane's deluded world."

When Gallop first proposed the conference, she had imagined that it would focus on sexuality and learning and would serve as an occasion for speaking openly about and maybe even critiquing the new generation of sexual harassment and consensual sex policies. But so many feminists on campus protested the idea that Gallop expanded the conference to embrace any sort of personal engagement in teaching—everything from the trials of black female professors whose students are mostly white to the graduate student's ambiguous position as both student and teacher.

The conference, "Pedagogy: The

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Question of the Personal," attracted speakers from all over the country, from anthropologist Sharon Traweek, who studies the socialization of male and female scientists in graduate school and who is now at UCLA, to Joseph Litvak, a gay studies scholar at Bowdoin. Some of them talked about transference or erotics or sexual identity and some didn't; most of them apparently felt unsullied by their participation in it. Yet some students and professors at UWM continued to insist that the conference was at worst mere window-dressing for Gallop's antic libido; at best, an incitement to too-frank discussions of sexuality in the classroom, which would discomfit or compromise women.

SASH's leafleting incensed many of the professors who spoke at the conference. One of them, Litvak, says it created "an atmosphere of intimidation, of ideological policing" and led him to formulate an angry critique of the entire case: "I can't speak to [its] particularities," he says. "But I think that a lot of the aggression against Jane that seemed to be about sex was really about professional resentment. The leaflets played heavily on Jane's status as a distinguished professor, as though that were in itself culpable. Her salary was mentioned also. It seemed like a lot of displaced status envy getting played out, like what was really behind it was the unhappiness of grad students, their feelings of powerlessness, of abjectness. That's something that people don't talk about very much in the academy, but it's as much a force as some of the other things we're starting to talk about, like sexuality. I guess you could call it the class issue, and it's the last taboo."

In the rhetoric of the protesters and the account of the conference in Milwaukee's alternative newspaper, *The Shepherd Express*, the difference between, say, criticizing sexual harassment policy and sexually harassing, writing about sex and forcing it on your students, seemed to have been handily erased. The *Express* trotted out the titles of conference papers—"I Walk the Line: The Body of the Graduate Student TA in the University"; "Discipline, Spectacle, and Melancholia in and around the Gay Studies Classroom"; and "On Waking Up one Morning and Discovering We are Them: Power and Privilege on the Margins"—imaginatively detecting sexual messages in papers with little or no sexual content. The article was reprinted in UWM's conservative student newspaper and in *Heterodoxy*, the right-wing academic scandal sheet.

The irony of all this was that even in its original, more provocative incarnation, Gallop's conference was at least arguably a feminist enterprise. "What I wanted to do when I proposed this conference two years ago was to take this issue and open it up to the debate about sex in feminist theory," she says. "I thought, *Great: Now we can really talk about the ideas about sex, education, and women that are behind these policies.* And I was truly shocked to have a phalanx of feminists tell me we couldn't discuss this issue publicly; that to publicly show that there were feminists who were asking questions about sexual harassment policy would weaken the policy, would hurt women students, would hurt the victims."

What Gallop had hoped to do at the conference, she elaborates, "is make these policies better, more feminist, and more likely to work. It is my belief that the reason universities have very tough policies on sexual harassment—and very bad records on enforcing them—is that the definition of sexual harassment is being expanded to include many things people don't really think are bad. If you include consensual sex in sexual harassment policy, then you make it easier for a lot of my colleagues around the country, men in their fifties who are married to someone who was their student twenty or thirty years ago, which is not only respectable but maybe a little dull, just to wink and laugh off the whole idea of sexual harassment. When sexual harassment sounds just like sex, then what you get is a situation where everybody officially says it's bad, but everybody does it, which is what you have in a society that thinks sex is bad. Societies that have very strong strictures against sex are not made up of people who don't have sex, they're made up of a kind of vast discrepancy between official discourse and practice—which is what I think we're getting with sexual harassment policy."

Before I leave Milwaukee, I talk with a group of three women: Ruh; Margo Anderson, the brisk, forthright chairman of the UWM history department; and Leslie Fedorchuk, a soft-spoken former art professor at UWM. As we sit around the worn picnic table in Anderson's backyard, they explain why they support the university's policy against consensual amorous relationships between teachers and students, despite the difficulty of enforcing it. "It's hard," Anderson admits, "to imagine my colleagues voluntarily fessing up to a relationship with someone under their supervision." And Fedorchuk chimes in, inadvertently echoing Gallop: "There are a lot of faculty in the art department—men and women—who are married to former students. So this policy becomes really interesting to enforce if you have the bulkhead of the department who has not only done this but doesn't see much wrong with it or thinks this is just the way it's always been done."

The Students Against Sexual Harassment sold Day-Glo bumper stickers that read "Distinguished Professors Do It Pedagogically."

One way to encourage professors to pay attention to the policy is to discourage them from seeing students outside the classroom at all. Ruh tells a story about an art-professor friend named Jill who drew the line in what she thought was an admirable way: "Jill had this new student in one of her classes who was handicapped and new in town and didn't have a lot of friends. She was trying to befriend Jill—you know, 'Can we just go out for a pizza and a beer after class?' And Jill sat her down and said, 'Excuse me, but no. The important thing here is that we maintain the professional rela-

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tionship. Anything outside of that betrays the professional relationship, not only with you but with all other students, because I'm not going out for beer with any of them.' "

Since Anderson nods emphatically, I ask her if she ever worries that something worthwhile might be lost under a rule of conduct so geared to protecting both teacher and student from any unguarded moments. "I think," she says, "that the issue is whether you're favoring one student over another. And you have to ask yourself whether you're getting more out of this than the other person. Why am I doing this? Why would I want to go have beer with my students? Is it because it's part of their education, which is what I'm here for? Or is it because I'm lonely and want to have beer with somebody? And if so, are my students the appropriate people?

"We're working through a whole new series of relationships here. When you look at the broad spectrum, women haven't done very well under the old way of doing things in academe. I mean, I'm the only full female professor in the history department. I look around at the meetings and it's just me and all these guys. So I don't think the old way of socializing or fraternizing your way to the top works very well. I think women lose out."

It's easy to sympathize with Anderson, with her conviction that women would do better if only some of the clubby informality of academic decision-making could be dispelled, the unwritten rules made more explicit for the benefit of newcomers to the game, like women and minorities. And it's certainly easy to understand her frustration with the scarcity of women in the professoriat, where the funnel effect—the more prestigious the school and the higher the rank, the fewer the women you see—still prevails.

But the aspect of her solution that calls for purging teacher-student relationships of as much of the personal as possible in an effort to level the playing field for women strikes me as wrongheaded, a kind of dystopia of sterile professionalism. It makes me think about the intemperate professor who urged me to be an academic, and makes me wonder whether someone has since clipped her wings to fit the times. She was the sort of person who allowed her passion for ideas and history to spill over the edges of class time into long drunken dinners with students, and because she did, she convinced us that what she called "the life of the mind" was a fuller thing than we had ever believed. Even as undergrads, we knew there was something silly and pompous about a phrase like that applied to us, but we loved her for it anyway, for the way she made a job—professor—sound like a wildly inspired vocation. And because she wore little black leather skirts and played up her resemblance to Jeanne Moreau and had a lover and a baby whom she sometimes told us about, she made it seem possible to lead the life of the mind with no apologies for leading it in a woman's body.

Like Gallop, my teacher was a feminist who set herself against the movement's more censorious faction; she must be appalled to see how utterly it has succeeded in imposing its ascetic vision of sexual politics on university life. Remembering her, I remember something Gallop said to me. We were talking about the startling fact that while in the realm of feminist theory, the dispute between MacKinnonite and self-declared bad-girl feminism remains lively and unresolved, in the realm of campus policy the MacKinnonite side has clearly won: It has convinced the world outside the academy that it represents a feminist consensus. "I haven't taught a feminist theory seminar in maybe five years in which I had one student who thought she was in the MacKinnonite camp," Gallop says. "So what I find amazing is that those classrooms in which the pro-sex side of feminism dominates and feeds into things like queer theory are ensconced within an institution in which the other side has already defined the rules. It's not so much that one side won the debate as that the other side went to another discursive space, went to the space of law and policy, and got the upper hand. Whereas the people on my side were still busy teaching classes, writing articles, and arguing with each other."

There is no question that with Beckelman, Gallop made big mistakes. She underestimated the impact that her roster of publications and her grand title had on her students. She gave in to an exhibitionist streak and perhaps to a fleeting attraction when she kissed Beckelman. Again and again, she ignored signs that Beckelman's feelings about her were volatile and ambivalent and only made more so by their friendship.

Yet there is also little doubt that Gallop is one of those exhilirating teachers who makes a difference in their students' lives, and that her kind of teaching is at risk. When university policymakers try to eliminate the possibility of injured feelings or misunderstandings or erotic currents between teachers and students, they run the risk of sanitizing all the life out of pedagogy. Nobody likes to talk about it much these days, but professors who spend a great deal of time and energy on particular students do not generally do so out of selfless devotion (academics are not a notably selfless lot) but out of fondness or identification or the sense that these students will reflect well on them in the wider world—what Freudians might call a libidinal engagement. And these are feelings stirred not only by what happens between teachers and students in class but also by what happens in unexpected moments outside it. As Gallop writes in her appeal, "Have we decided that students and teachers should not go out to eat together, should not become friends, that it is inappropriate if a student comes to care what a teacher thinks of her? It would be unconscionable to make such a radical change in the nature of education without engaging in extended community discussion."

There is something lost when we get too punctilious about defining teaching as a business relationship. And what's lost isn't trivial: It's the glimpses of the professor as a whole person that many students thrive on; the sense that learning isn't confined to the fifty-minute lecture; the passions of teachers like Jane Gallop.

Margaret Talbot is editor-at-large of Lingua Franca. *She is currently based in Germany.*

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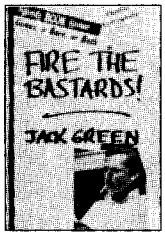

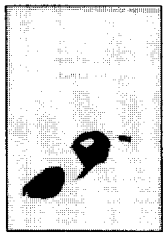

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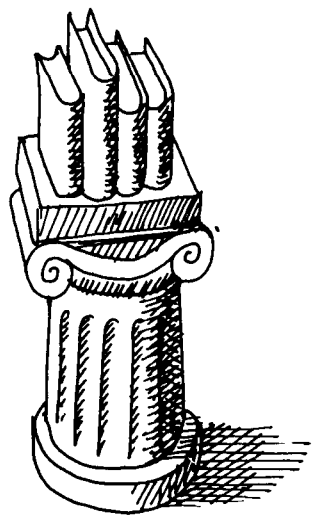

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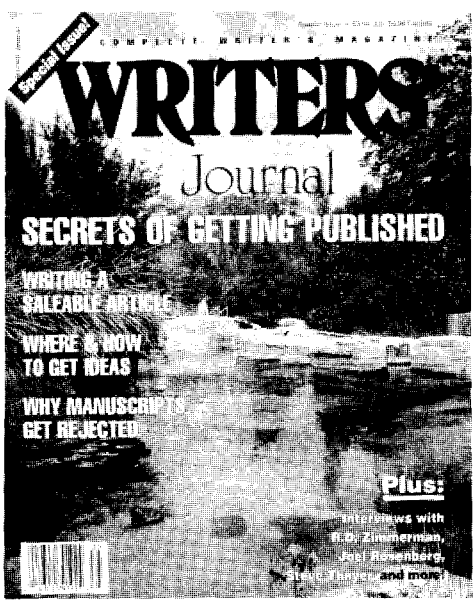

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Blindness

An Unholy Row Over Theology's De Man

By Jeffrey Goldberg

In retrospect, maybe Constance Benson shouldn't have mentioned the fortune cookies.

They'd seemed apt at the time. A month before the dissertation defense, Benson and her husband had dined at a Chinese restaurant on upper Broadway in Manhattan and received two cookies' worth of ersatz Oriental advice. "One of them said, 'You never hesitate to tackle the most difficult problems,'" she recalls. "And the other said, 'Now is the time to finish up old tasks.'"

So when Benson, a Ph.D. candidate in a joint Columbia University–Union Theological Seminary religion program, sat down in Columbia's Philosophy Hall to make a case for her controversial thesis, which accuses the widely respected and reputedly progressive turn-of-the-century German theologian Ernst Troeltsch of dallying with anti-Semitism and Christian triumphalism, she started by quoting the fortunes. But if she thought it would lull her six examiners into friendly receptiveness, she was wrong. Nearly two years later, after they'd failed her and after she'd filed suit against the two schools, sent thick packets to the press about the case, and solicited letters of support from nineteen prominent scholars in the field—including well-known Princeton religion and African-American studies scholar Cornel West, who wrote that he plans to "support and endorse her book"—the committee members are citing the fortune cookies to justify their contention that Benson's defense was, well, more than a little odd.

"Ms. Benson's defense was a disaster," was the assessment of Columbia religion professor Wayne Proudfoot, the second reader of Benson's dissertation, in an affidavit. "She opened with a totally inappropriate and pretentious introduction in which she recited a fortune from a fortune cookie, referred to an op-ed piece by Professor [Fritz] Stern that had nothing to do with her dissertation, and quoted Goethe. Her decision to begin her defense in this way mystified the committee."

Stern, a Columbia history professor, was among the most mystified. His affidavit states: "I estimate that in the forty years since I received my Ph.D., I have participated in at least one hundred dissertation defenses. However, I have never attended a defense like that of Ms. Benson."

But Benson's *extra muros* supporters are equally fierce. Letter writers recruited from places as diverse as a Lutheran church in New

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York City, Cornell University, and an academic watchdog organization called Universities in the Public Interest call for a rehearing, either because they endorse the dissertation or because they believe Benson didn't get a fair chance to make her case. West failed to return several phone calls, but his affidavit lays out the basis for his support: "Connie's arguments that we have overlooked these aspects in Troeltsch's case are serious. They indeed warrant careful consideration and cannot easily be refuted. I am aware that three members of her dissertation committee voted to fail her thesis. I simply do not understand their arguments."

Cornel West compares *l'affaire* Benson to the two biggest Nazi scandals to roil academia: those of Heidegger and De Man.

West goes further, comparing *l'affaire Benson* to the two biggest Nazi scandals to roil academia in the past decade: "There are moments in the history of any great institution when the revered icons of the past are seen in a new and different light. Connie's challenging treatment of Ernst Troeltsch is one such moment. I shall never forget the delight of reading the dissertation of H. Richard Niebuhr on Troeltsch's *Philosophy of Religion*.... Niebuhr's powerful interpretation of Troeltsch as a subtle historicist has shaped our view of Troeltsch for more than half a century. Connie's scholarly interpretation of *The Social Teaching of the Christian Churches* and a then-untranslated essay is shocking to those of us beholden to Niebuhr's Troeltsch. Yet we know that a subtle mind can succumb to the worst xenophobic aspects of one's age, as seen in the cases of Martin Heidegger and Paul de Man."

It's hard to know for sure what Benson's defense was like. Under an unofficial gag order from Columbia's lawyers, Proudfoot won't comment. Nor will Stern, who is serving as special adviser to the American ambassador in Bonn, Germany. Nor will any of the others on her defense committee: Roger Shinn, a professor emeritus of Christian ethics at the seminary and Benson's adviser; Beverly Harrison, another Christian ethics professor at Union; Gillian Lindt, a Columbia religion professor and former grad school dean; and David Lotz, a professor of church history at Union. Benson says she mentioned the cookies to leaven an otherwise tense, even grim, situation. She'd long had problems with her adviser. "I knew that Shinn was upset with the dissertation, which was all the more reason to start on a light note," says Benson.

Whatever happened, by that evening in February 1992, it no longer looked like Benson, a youngish-looking forty-three-year-old, was going to get her Ph.D. Three members of the committee voted to fail her and three voted to give her an incomplete; the graduate school ruled that the three no votes equaled failure; and Benson filed suit, demanding a rehearing. The suit is in pretrial discovery, and Columbia's motion to dismiss is scheduled to be heard by a Manhattan Supreme Court judge this January.

On the face of it, Benson's dispute with the two schools seems run-of-the-mill—a border skirmish in the war between those who are graded and those who grade. Benson

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claims that her dissertation committee was biased against her and that it censored her findings. She also charges that Columbia violated its own rules by allowing six, not five, professors on the committee. The schools maintain that neither Benson's dissertation nor her defense of it measured up to academic standards and that she was failed reluctantly but fairly. It's a classic case of grad student incompetence—or else one of professorial narrow-mindedness.

But in the two years since Benson filed the suit, the scholarly questions it raises have begun to look a lot more intriguing. Troeltsch (1865–1923) was a Protestant theologian once described by American sociologist Talcott Parsons as "the most eminent sociologically oriented historian of Western Christianity." A close friend of Max Weber's, Troeltsch is revered for opening up Christianity to critical historical and sociological study, especially with his landmark work, *The Social Teaching of the Christian Churches* (1912), a book historian of religion Jaroslav Pelikan once called "the first—and still most influential—history of Christian social teachings." In Mircea Eliade's *Encyclopedia of Religion,* Troeltsch is portrayed as a theological reformer only now being granted the consideration he deserves: "In the antiliberal, mostly antidemocratic, German Protestant theology of the 1920s, Troeltsch's cultural relativism encountered intensive criticism. Since the 1960s, however, one can see . . . a notable renaissance of interest in Troeltsch's thought. Indeed his theology of cultural modesty is important in that it permits central problems of contemporary and philosophical discussion—for instance, the pluralism of religious tradition, the dependency of theology upon contexts, the relationship of Christianity to cultural modernity—to be grasped outside of all claims to dogmatic absolutism."

If Benson's Troeltsch was not actually an anti-Semite, then he was certainly a fellow traveler.

But Benson's Troeltsch is a less friendly figure. In her dissertation, which focuses on his politics, she identifies a conservative side of him hitherto either ignored or left to those who read between the lines. And if he was not actually an anti-Semite, she says, he was certainly a fellow traveler.

The point of Benson's dissertation, "Troeltsch in Context: *The Social Teaching* and the Socialist Challenge," is to destroy the notion that Troeltsch stood center-left in the spectrum of Wilhelmine, or pre–World War I, German politics. Benson claims that *The Social Teaching*, far from radicalizing theology, is essentially a conservative work, written as a rebuttal to Karl Kautsky, a socialist critic of religion who had accused establishment churches of suppressing early Christianity's social egalitarianism. Benson also says that her close inspection of Troeltsch's political life turned up an affiliation with the anti-Catholic, pro-imperialist National Liberal Party. (Scholars knew Troeltsch was a member, says Benson, but few grasped how illiberal the National Liberal Party was.) Moreover, Benson believes scholars overlooked the importance of a 1902 passage in which Troeltsch wrote that Christianity ranks at the top of a "hierarchy" of world religions.

Benson infers anti-Semitism in large part from Troeltsch's relationship with his mentor, Paul de Lagarde, the notorious proto-Nazi philosopher described by none other than Fritz Stern as "the patron saint of the emergent anti-Semitic Völkische movement." De Lagarde was arguably the first German to call for the actual extermination of Jews. "[The Jews are] the carriers of decay and pollute every national culture," De Lagarde says in his *German Writings,* which were compiled in the 1880s. "They destroy all faith and spread materialism and liberalism. . . . With this usurious vermin no compromise [is] possible. With trichinae and bacilli one does not negotiate. . . . They [should be] exterminated as quickly and as thoroughly as possible."

Benson points out that this sort of bile hardly seemed to bother Troeltsch, who was one of De Lagarde's favorite students. Troeltsch even dedicated a 1913 book to De Lagarde and praised the *German Writings* as having "finally had the impact of which his great and important thought is worthy."

Most scholars, says Benson, have overlooked or mistranslated some of Troeltsch's own writings that betray anti-Jewish impulses. She cites, for instance, a passage in his treatise *The Absoluteness of Christianity and the History of Religions* in which he wrote, according to Benson's translation, "Since the religion of Israel fails to free men effectually from the bonds of blood and cultus, it has not allowed ethical universalism to share fully in the sure foundation it has in the divine nature. It has even bound this universalism in an external way to a Judaism that is expanding in a grandiose way. . . . The magnificent ethical gospel of the prophets has been altered [by Judaism] into a particularistic, ritual law that acts as the most serious obstacle to any form of universal validity oriented solely to the inner man."

In a companion paper to her dissertation, Benson explains: "In the original German text Troeltsch provides an air of scientific objectivity to a stereotype of Judaism that held wide currency during and after his time: that the Jew was hopelessly stunted morally, a legalistic and soulless creature who was nevertheless successfully gaining ever greater social power." She also claims that previous translators had mangled Troeltsch's words, transmuting "gran-

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diose," with all its negative connotations, into "grandeur."

If the Troeltsch debate sounds familiar, that's because it is. The entire dispute resounds with echoes of the *Historikerstreit*, a battle that began in the 1980s and pits German historians who believe the Holocaust to be uniquely evil against those who see the Third Reich's Final Solution as just another outbreak of fascism in a violent world. With her dissertation, Benson joins the ranks of German theological historians who hold that the seeds of Nazism are sprinkled throughout German philosophy and theology. "There's a tendency in liberal scholarship not to make any connection between earlier German thought and Nazism whatsoever," says Amy Newman, a visiting professor at the Harvard Divinity School and an expert on the anti-Judaism rife in nineteenth-century German Protestantism. "Benson's dissertation, however, is trying to follow the thread of anti-Judaism from Luther to Hitler, but not in a simpleminded or stupid way."

Another Benson supporter, Shelley Baranowski, a history professor at the University of Akron, writes that Benson "convincingly demonstrates" her central thesis: "The Troeltsch who appears as a consequence of Ms. Benson's investigation was a profound elitist and committed anti-socialist, an advocate of imperialism and thoroughgoing admirer of one of his teachers, the notorious anti-Semite, Paul de Lagarde." Baranowski, an expert on German Protestantism and the author of a book on the rise of Nazism among Prussian Protestants forthcoming from Oxford University Press, continues: "In other words, Troeltsch espoused the sort of ideology that would ultimately prove receptive to National Socialism."

Benson's committee members insist it isn't what she says about Troeltsch, it's how she says it.

But Garrett Paul, a Troeltsch expert at the Lutheran-run Gustavus Adolphus College in Minnesota who recently wrote admiringly about Troeltsch for *Christian Century* magazine, disagrees strenuously with Baranowski's analysis. "To say that he is an apologist for imperialism is not an accurate judgment," says Paul. "He was not a pluralist in the sense that some people would like him to be, but by the same token, you couldn't call him a nonpluralist. By the end of his career, he certainly wasn't a triumphalist." Paul, who has not read Benson's dissertation, says that any analysis that does not take into account Troeltsch's ideological evolution—especially what he terms Troeltsch's post–World War I movement to the left—should be considered "oversimplified." "There were certainly shifts in his career," he says. "Early on, he would say that Christianity is the highest religion. Later, he would not say that so explicitly."

Paul also takes issue with charges that Troeltsch was ideologically compatible with the reigning anti-Semites of his day. "Against the background of Wilhelmine, wartime, and Weimar Germany, Troeltsch is nowhere close to the mainstream of anti-Semitism," he says. "He simply does not stack up as a powerful anti-Semite against some of the others of his day."

Benson's committee members all insist that it isn't *what* she says about Troeltsch that bothers them. It's *how* she says it. They home in not on the passages in which she revises Troeltsch's image but on the first nine chapters of her twelve-chapter thesis, in which she painstakingly lays out the historical context in which Troeltsch must be read—pre–World War I Germany, with all its expansionism and its incipient superiority complex. Even the professor whom Benson seems to have considered her strongest supporter in the bunch, Beverly Harrison (who voted to give Benson an incomplete), explains in her affidavit that "as a scholarly matter, I agreed with the general thrust of her thesis on Troeltsch, i.e. that Troeltsch's political ideology was more conservative than American scholars had previously recognized. However, the manner in which she presented her thesis in her dissertation was not persuasive, because of the feverish tone and the choice of weak data to defend the thesis."

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Like the others, Harrison singles out the preamble that swallowed the thesis: "Her discussion of the history of Wilhelmine Germany, which consumed some 200 pages of her dissertation, was awkwardly argued and poorly documented. The early chapters of the dissertation contained several gross historical generalizations and relied entirely on secondary sources for documentation rather than on her own research derived from primary sources."

Benson doesn't look like the bombshell-dropping type. Trim and bespectacled, she seems friendly but proper, even a bit prim. The daughter of a fundamentalist Baptist missionary, she grew up in the Philippines, where, she says, her mother taught her to be a deferential Christian woman. "I even brought [the professors] water and offered to pour it for them," she says ruefully.

Benson graduated *magna cum laude* in 1972 from Wheaton College in Illinois (Billy Graham's alma mater) and, after working for a year, enrolled in an evangelical seminary. Its fire-and-brimstone Protestantism, however, left her disaffected, and she transferred to Harvard Divinity School, where she spent four years rethinking her religion and experiencing, she says, "total culture shock." After receiving her master's in divinity from Harvard in 1980, she went

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to Columbia, where earning a living, mostly as a full-time secretary, made it impossible for her to finish her thesis in the half decade most schools consider desirable. But her academic record was unblemished, and she even received a merit scholarship in 1991, although Columbia officials say the scholarship is not especially difficult to win.

Benson decided to write her dissertation about Troeltsch on the advice of her adviser, Shinn, who suggested that she explore Troeltsch's liberal political philosophy. She began researching it in 1986, and found it a rather unpleasant process: She was swimming against the stream of conventional wisdom about Troeltsch, whose admirers throughout Christendom include Shinn. Still, as late as 1990, Shinn and Proudfoot were writing laudatory letters of recommendation. "I think it quite likely that her dissertation will make a contribution to scholarship on Troeltsch that goes quite beyond the contributions that dissertations often are able to make," Proudfoot wrote in a letter that helped her get a job at Fordham. (Despite failing her defense, she was recently promoted from lecturer to adjunct assistant professor; a letter of support from a Fordham colleague is included in her court papers.)

But her relationship with Shinn deteriorated in the two years leading up to the defense. In his affidavit, Shinn says she wouldn't show him drafts of her thesis as she went along and was unwilling to listen to his suggestions for revisions once she did. Benson says she spent nine months incorporating his criticisms (a list of them is among her court papers) but came to believe after a while that Shinn was trying to get her to revise her original findings out of the dissertation. In reply, Shinn recites the familiar refrain: "I had no argument with her thesis, so long as it was well supported. My argument, which she never seemed to fully grasp, was that she had failed to provide sufficient scholarly support for her position."

Aside from the question of what was to be in the dissertation itself, there were the questions of when its defense would occur and before whom. It is in these squabbles that a portrait of Benson emerges that she characterizes as a "crude smear attempt [to] create the impression that I am belligerent, fanatical, incapable of dialogue, eccentric, lacking in good judgment, malicious, etc., etc." Both Shinn and Proudfoot claim she agitated to push the defense date up to a day months before they thought she'd be ready; she denies this, countering that Proudfoot backed her efforts to set an earlier defense date and saying she feels betrayed by him now. Several professors on the committee also complain that Benson went around campus asking people to sit on her defense committee, which, if true, would have been in violation of Columbia rules. Lindt recounts with evident distaste how Benson tried to recruit her for it; Lindt became the head of the committee so that she, not Benson, could assemble it—"taking control of the process back from Ms. Benson." Benson denies this too: "That's simply not the case," she says. "If I ever contacted anyone, it was at the request of one of the members of the committee—specifically, Professor Proudfoot or Professor Shinn."

Benson calls the professors' accounts a "crude smear attempt" meant to discredit her.

Then there was the matter of Benson's request to record the defense, which Lindt turned down and which Columbia's dean of the graduate school, Roger S. Bagnall, cites as evidence of Benson's "unusually distrustful manner." At the very last moment, Benson demanded not only to tape-record the session but to have her husband present as well. (Lindt turned down the latter request as well.) For one thing, she was sure Shinn was against her. "I also had reason to believe that Lotz's religious and professional stake in Lutheranism and Troeltsch in particular would bias him against this dissertation," her affidavit affirms. (Lotz is a Lutheran minister as well as a professor.)

Benson says she was not suspicious. Tape recording is "quite common in Europe," she explains. "These are public affairs, and anyone can attend who wants to. It seems to me within reason that such an important occasion should be on the public record. I'm surprised and bewildered that they're making such an issue of it. I think it's a giant red herring from what's really at issue—which is that I discovered skeletons in Troeltsch's closet."

Benson has no smoking gun to back up her claim of ideological bias, but she has tried to present circumstantial evidence that, she says, proves at least two of the professors, Stern and Lotz, had vested interests in seeing her thesis discredited. Lotz teaches a course in which Troeltsch is lauded as a pillar of modern liberal Protestantism; plus, she charges, as a Lutheran minister, he'd naturally want to defend Troeltsch's good name against accusations of anti-Semitism and warmongering. Stern is biased, she says, because his companion is the daughter of Reinhold Niebuhr, the legendary Protestant theologian who, with his brother and fellow theologian H. Richard Niebuhr, did much to popularize Troeltsch's thinking in mainstream Protestant seminaries—and whose reputation is therefore tied to Troeltsch's.

Lawyers for the two schools, as well as the professors themselves, call Benson's charges nonsense. They say she would have failed if only five professors

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sat on the committee. (The sixth professor—Stern—was added when her advisers decided they wanted a German-history specialist on board. Benson had no objection to Stern, but believed that someone else should then have been removed. The dean of the graduate school criticized the decision to keep six professors on the committee, but said he did not believe it affected the outcome of her defense.) And they call her accusations against Lotz and Stern specious, a smoke screen to deflect attention from her poorly constructed dissertation and from her abysmal defense performance.

> "Ms. Benson became hyperdefensive. . . . She would not let us get our questions out, cutting us off."

Harrison states in her affidavit that "as critical questions regarding the perceived flaws in the dissertation were raised, Ms. Benson became hyperdefensive, so defensive, in fact, that she would not even let us get our questions out, cutting us off before we had a chance to complete them."

Lindt says in her affidavit: "I read Ms. Benson's dissertation carefully before the defense and was quite unimpressed with its quality. I wanted to observe Ms. Benson during the defense to determine if she could demonstrate that the dissertation was redeemable. Unfortunately, Ms. Benson's performance during the defense showed no such prospect for improvement. On the contrary, her entire performance, from her bizarre opening statement... to the way that she simply failed to answer questions put to her, even broad cordial questions intended to help her overcome her nervousness, convinced me otherwise."

Stern says in his affidavit that "my criticisms of Ms. Benson's dissertation were directed not at her interpretation of Troeltsch, but to her description of his historical period, which is the area which I am most qualified to critique." He also denied that his personal relationship with the Niebuhr family had any bearing on his criticism.

And Lotz, in a brief telephone interview, derided the notion that he has a hidden reason to defend Troeltsch's good name. "I would welcome a creative revisionist interpretation of Troeltsch," he says. "The judgment of the committee in every instance had nothing to do with what [Benson] considers to be a revisionist thesis.... I have considerable sympathy for her plight, if you will. But I was called upon to make an academic judgment." His own review of the dissertation shortly before the defense "revealed that Ms. Benson, owing to misinterpretation based on selective quotation, had attributed to Troeltsch views that he was only describing, not personally espousing."

Hogwash, says Benson. She claims that Lotz "had a specific agenda." "The whole portrayal of the church's relationship to the state in [late-nineteenth-century] Germany really got to him.... It's very unflattering to write that the church was complicit with the state, to say that it played a fundamentally conservative role in the state." Benson says Lotz "was mad. It was a very controlled anger, but he was very upset with me."

In the end, one just has to wonder what lies beneath all the ad hominem charges lobbed back and forth in the Benson case. What exactly are the professors hinting at when they use words like "bizarre" and "hyperdefensive"? Why did Benson resist their suggestions so vehemently and fear them so much that she thought she needed a tape recorder?

The answer is probably neither ideological bias nor scholarly incompetence but something in between and tinged with both. It's hard not to sense a kind of academic cautionary tale lurking behind the court documents. The professors obviously found Benson difficult to work with—so difficult that at least three of them must have believed there was no way to salvage the valuable parts of a sometimes insightful thesis. On the other hand, as one of her backers, Walter Struve, a professor of German history at City College in New York, says, it is "incredible that a work that has this kind of potential would get so far in the process and then be rejected without any opportunity to revise." And if there was no way to improve it, why would West—who writes in his letter that he has "known Benson for nearly a decade"—stake his professional reputation on both the merits of her work and his belief that she would complete it satisfactorily?

For her part, Benson clearly felt the professors had let her down so badly she could no longer trust either their motives or their advice. Did Lotz and Stern have secret biases that ultimately doomed Benson to failure? It seems unlikely that Fritz Stern's girlfriend's father has much to do with the committee's decision, and it's certainly a stretch to say that David Lotz's clerical training somehow programmed him to defend Troeltsch's name at all costs. But something did lead these academics to believe that no matter how much work went into her dissertation, it could never live up to their standards—and whether those standards were determined by personal or scholarly criteria we may never know.

Jeffrey Goldberg is New York bureau chief of The Forward, *a national Jewish weekly newspaper.*

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Mary Widows

The first fight over McCarthy's legacy

by D. T. Max

It was a Sunday-doubleheader kind of day in Annandale-on-Hudson last October, full of blue-sky warmth and sharp sunlight, when "Truth Telling & Its Cost," the maiden academic conference on Mary McCarthy, who died in 1989, began. The conference was being held at Bard College, the famously bohemian institution where both Chevy Chase, class of '68, and *New Republic* editor in chief Martin Peretz serve as trustees. The campus foliage had already turned the color of pumpkins, eggplant, and winter squash, and at the foot of the cliff on which the college buildings stand, the river drifted between its gaudy banks, far below the shouts and grunts coming from behind the Robert Venturi–designed library (a soccer game? An outdoor theater class?). Heavy-metal music from the dorms occasionally penetrated the walls of the Olin Auditorium and interfered with the discussion, but then, the students were only following the advice McCarthy herself had given their predecessors at the dedication of that very auditorium in 1987: to revel in "pure and useless freedom [and to] live with it to the limit of our possibility. . . ."

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More than a hundred professors and graduate students; three of McCarthy's biographers (Carol Brightman, Carol Gelderman, and Frances Kiernan); her estate's two executors (who helped fund the conference); her stepdaughter, Alison West; her New York literary friends (Frances FitzGerald and Arthur Schlesinger Jr., among others); two dozen undergraduates; and a sprinkling of journalists from such diverse publications as *The New Yorker* and *The Chronicle of Higher Education* converged upon Olin for the morning panels. They had been told to arrive at 8:15 A.M., and, allowing for a shuttle-bus delay from the inn where they were staying, most of the members of the professoriat were prompt. The carpetbaggers from New York wandered in at 10:30, complaining of the drive. Conference organizers Deirdre d'Albertis, an assistant professor in literature and women's studies, and Peter Gadsby, her husband and a staff member in the school's public affairs office, greeted their invitees cordially at the auditorium's entrance, more like the owners of an excellent inn in foliage season than like the sponsors of a path-breaking academic event.

Photo by Inge Morath, Magum Photos, Inc.

Probably more than a few of the participants showed up because they expected some kind of a fight. Everyone wondered which of the two competing camps invited to the conference would lay the winning claim to its subject's definition—the academic theorists or McCarthy's friends. The friends appeared to regard the theorists' attempts to appropriate McCarthy for academia in much the same way family members view the recruitment of one of their own by the Moonies. The theorists, in turn, were more than a little inhibited by a suspicion that McCarthy herself would have despised their efforts to define her legacy: McCarthy believed, with Hegel, that the tree of life is greener than the tree of thought, and she was a famous despiser. Attacking people is "a lot of fun," she declared in a television interview in 1966, explaining why she had felt it necessary to club J. D. Salinger over the head when no one else would. "What do we do . . . as academics ourselves," Professor Terry Cooney of the University of Puget Sound asked plaintively during the first panel, "with this person who spoke dismissively of intellectual rackets, who cared about everyday utterance, who remained cautious before abstract reasoning and abstruse explanations? Can we conquer her skepticism through our own transforming analyses?" It seemed unlikely.

Although McCarthy is best known for skewering her alma mater, Vassar College, in *The Group,* Bard has a special place in McCarthyology too: McCarthy taught here twice—in 1945–46, when she was a single mother who needed money, and again near the end of her life, when the school offered her the new and well-funded Charles P. Stevenson Jr. Chair in Languages and Literature, currently held by John Ashbery and Chinua Achebe. McCarthy always wrote about what and whom she knew (the novelist John Casey said her novels had "feet of clef"), and in *The Groves of Academe,* her quintessential tale of academic infighting published in 1952, she cast her cold eye on Henry Mulcahy, "a middle-aged instructor of literature," and on Bard-like Jocelyn College, "a progressive community where the casserole and the cocktail and the disposable diaper reigned, where the handsome President and his wife entertained with sherry or sat, Bennington-style, on the floor, listening to Bach and boogie-woogie."

The novel is set in the era of loyalty oaths and the House Un-American Activities Committee, and Professor Mulcahy, who has been dismissed from his post because he is an unde-

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pendable teacher and is always behind on his paperwork, hits on the idea of pretending he is a member of the Communist Party and got fired as a consequence of that affiliation. Of course the liberal college community rallies around the supposedly perse-

"What do we do, as academics ourselves, with this person who spoke dismissively of intellectual rackets?"

cuted leftist, Mulcahy gets his job back, and ultimately Jocelyn's president, Maynard Hoar, resigns. The model for Mulcahy was an obscure philosophy professor who later repaid McCarthy by attacking in print a book by her close friend Hannah Arendt. The man who got McCarthy hired at Bard, *Partisan Review* intellectual F. W. Dupee, became smoothie academic Howard Furness. (McCarthy arrived at Bard with a reputation, based on her 1942 first novel, *The Company She Keeps,* for not sparing her friends from the rapier, but in this case she sent off a letter assuring Dupee he was only a very loose inspiration, and the hand that she had bitten forgave, as it so often did.) Randall Jarrell may be identifiable in parts of Professor John Bentkoop. (Jarrell, to complete the incestuous circle, later parodied McCarthy as Gertrude Johnson in that reprise of *The Groves of Academe, Pictures From an Institution.* Gertrude, he writes in that novel, is "as all-knowing as time. All clichés, slogans, fashions, turns of speech, details of dress, disguises of affection, tunnels or bypasses of ideology lived in [her].") Domna Rejnev, the serious Russian teacher of French and English with a new Radcliffe B.A., twenty-three years old with "a beauty . . . not of radiance or softness, but of incorruptibility . . . of an absolute or a political theorem," has elements of McCarthy herself.

The Groves of Academe culminates in a poetry conference, the real-life counterpart of which took place at Bard in November 1948. James Merrill, then teaching at the school, and Elizabeth Bishop attended, as did Kenneth Rexroth, readily identifiable in McCarthy's account as the "poet of the masses" who hitchhikes his way to the Jocelyn campus. The most notable incident at the real conference was Robert Lowell's falling in love with Bishop, shortly before his marriage to Elizabeth Hardwick. McCarthy fictionalized all three writers in the novel, but—perhaps in an uncharacteristically tactful mood—she left this incident out.

Forty years after it was published, mention of *The Groves of Academe* still produces alarmed looks from conference organizers. But McCarthy's notoriety has clearly been no hindrance to her academic legitimization: She has emerged as the most alluring woman writer among mid-twentieth-century intellectuals, and a solid conference draw. This is not to say she is thought of as a great writer: The claim of greatness was advanced at the conference only sporadically, and then mostly for *Memories of a Catholic Girlhood* and *The Company She Keeps;* less ardently for her spoof of the *Partisan Review* crowd, *The Oasis;* and, somewhat mystifyingly, for her critical work. But McCarthy was a glamorous literary player, and her unblinkered, almost clinical view of sex gives her fiction—especially *The Company She Keeps* and *A Charmed Life* (in which Edmund Wilson stand-in Miles date-rapes McCarthy's fictional counterpart Martha)—an eerie contemporaneity.

McCarthy left behind seven novels, a story collection, seven books of essays, reviews and reportage, two travel books, and three volumes of memoirs and autobiography, one published posthumously. There are stories she recounted twice in her memoirs and a third time as fiction. ("Do you know I once knew more about her . . . than I knew about myself?" one of her contemporaries famously complained.) But by the time of her death, twenty seconds of television was all most of the public remembered—a chat bite on, of all venues, *The Dick Cavett Show,* which by 1979 was itself past its prime. See Mary, on the show to flog her new (and undistinguished last) novel, *Cannibals and Missionaries.* See Mary say to Dick those famous words about Lillian Hellman, who was, after all, a Stalinist, even in the fifties: "Every word she writes is a lie, including 'and' and 'the.'" Hellman happened to be watching at home when the show aired, and shortly afterward filed a $2.25 million defamation suit against McCarthy (though Hellman died in 1984, before the suit could go to court, much to McCarthy's disappointment).

At the time, it seemed that McCarthy, with her best work twenty years behind her, would be forgotten. But when her slim, unfinished *Intellectual Memoirs* was published in 1992, reviewers seized on it as something precious. They reveled in the seventy-six-year-old McCarthy's opinions of male "sexual equipment," gleaned from sleeping with three lovers in twenty-four hours years before. Four McCarthy biographies have been published—one of them, *Writing Dangerously,* by Carol Brightman, won a 1993 National Book Critics Circle Award—and another is in the works. Meanwhile, Hellman's postmortem reputation has withered faster than the state in *Das Kapital.* In the necrotic horse race, McCarthy is pulling way ahead.

Nonetheless, McCarthy's implicit

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hostility circumscribed the conference proceedings from the start. Its effects were evident in the titles of the papers, which seemed hesitant and conservative in a context where colon-heavy exuberance is the norm, as though reflecting a fear that McCarthy herself might show up and make fun of their authors. The most courageous were "The Minotaur as Mentor: Edmund Wilson's Role in the Career of Mary McCarthy," "Double, Double, Truth and Trouble: The Doubling of Mary McCarthy and Lillian Hellman," and, promisingly, "Frigid Women, Frozen Dinners: The Biopolitics of McCarthy's 'Tyranny of the Orgasm,'" which was read by furiously blushing Priscilla Perkins of Rutgers, on a panel that included Perri Klass on McCarthy and medicine and Katie Roiphe on McCarthy and psychoanalysis. "Frigid Women" cleverly cited back issues of *Popular Mechanics* in evaluating "what the frozen signif[ies] in interfaces between female bodies and machines, or between nature and culture." But more typical was the attitude of University of Pennsylvania fellow Timothy Waples. Asked for his paper for this article, he did a perfect Mary McCarthy imitation: "Why read twelve pages when you can read one?" he responded, and sent his abstract instead.

The academics quickly ran into a problem. McCarthy just could not be fitted into the categories that had been prepared for her academic initiation. First, the political thinkers took a shot. The opening speaker, Professor Alan Wald of the University of Michigan, sporting a purple T-shirt, a beard, and slicked-back hair, alarmed the conference participants aware of the long list of speakers to follow by warning them that none of the areas he wished to explore could be satisfactorily undertaken in the ten or fifteen minutes he had that morning. He concluded that scholars would do better to look at some real political writers than at the glamorous but unimportant McCarthy.

Those who followed Wald were no more successful at installing McCarthy in a pantheon of political writers. Part of the problem was that the young McCarthy simply did not take politics seriously. If her words are to be taken at face value, she hung out with the Trotskyites because they were the stylish set, and she went so far as to march in May Day parades "just for the fun of it." As Professor Harvey Teres of Syracuse University observed, McCarthy's interest was "not in the rally but in the trip home" (and, he might as well have added, in the highballs served when she got there). McCarthy became an anti-Stalinist—she told the story countless times—only because after she absentmindedly allowed her name to be added to a petition for the committee for the defense of Leon Trotsky in the late 1930s, she found herself viciously attacked by the party.

A later political panel, concerned with "Writing the War: McCarthy on Vietnam," faced a different problem: As an older woman living in Paris, McCarthy had grown earnest about politics, alerted by the (Joe) McCarthy era to the possibility of fascism in her own country, but her pronouncements tended to be so bizarrely unconventional as to defy serious analysis. She defended the North Vietnamese regime on the grounds that its leaders were just a bunch of nice agrarian populists. She was particularly taken by Prime Minister Pham Van Dong, perhaps because he was cultured and spoke French. Visiting North Vietnam, she marveled at the intelligentsia's "tenderness for the peasantry" and respect for the artisan tradition. "Mary really went quite haywire about the whole political business," says Diana Trilling, who in 1968 faced off with McCarthy in *The New York Review of Books* over whether the United States should withdraw from Vietnam gradually or, as McCarthy thought, all at once. "She got seduced by the Vietnamese," Trilling says. "She thought the Viet Cong were her friends."

After the bag lunch, the feminist speakers at the conference were supposed to explain why, as City University of New York professor Morris Dickstein put it, feminist critics, who "have exhaustively promoted and analyzed nearly every other woman writer, have shown remarkably little interest in McCarthy." The obvious answer was that McCarthy herself thought feminists were either annoying or worse, and

That authors as diverse as Dorothy Parker and Alice Walker are now on feminist reading lists but McCarthy is not is no accident.

berated them all her life. "I think feminism is bad for women. . . . The self-pity, the shrillness and the greed," she told *The Nation* in 1984. A woman "can't possibly have all the prerogatives of being a woman and the privileges of being a man at the same time," she told *Vogue* in 1963. "You get these awful career girls. . . . I much prefer being a woman, probably for very bad reasons like liking clothes and so on." McCarthy refused to teach women's-studies (or writing) classes, and reserved special venom for feminist icon Simone de Beauvoir, because it irked her that de Beauvoir called herself a feminist when she had made her reputation on Jean-Paul Sartre's coattails. That authors as diverse as Dorothy Parker and Alice Walker are now on feminist reading lists but

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Mary Widows

McCarthy is not is no accident. (According to the MLA international biography database, in the last twelve years there have been 170 academic papers written on Walker, 207 on Sylvia Plath, and only 22 on McCarthy.)

"What we wanted to examine," conference organizer D'Albertis explained diplomatically, "was whether the feminist establishment, if there is such a thing, has overlooked McCarthy, and, if so, whether that is an omission based on the view that she's second-rate (which really doesn't hinder us from looking at other writers) or whether this omission tells us something about how new canons are formed around political considerations." But the gods—or perhaps in a moment of ethereal vindictiveness McCarthy herself—intervened. Celebrated Rutgers professor Catharine Stimpson had to cancel, and the question of how to fit an antifeminist into a feminist curriculum, which was to be a subject of her keynote speech, went unanswered. A second feminist professor, Mary Lynn Broe of Grinnell College, was prevented by an illness in the family from attending the conference. Only Sidonie Smith, of the State University of New York at Binghamton, remained to try to force the balky McCarthy into the feminist camp. Professor Smith settled for "McCarthy was not a feminist and not quite not a feminist," and, after that, veering off into a kind of post-structuralist patter song on the indeterminacy of biography, on the gap "between author and narrator, narrator and narrated, between I now and I then, between I and me, between the ideological I, the identity-culturally stipulated in an I and the I now and then. There can be no simple identification between the autobiographer and that eye that floats across the page." ("What a crock of shit," snorted one of the non-academics in the audience.)

"I prefer being a woman, for bad reasons like liking clothes and so on," McCarthy told Vogue *in 1963.*

Dickstein himself ultimately came closer than any of the feminists to capturing McCarthy as she really was. In his paper, entitled "A Glimpse of Malice: The Imagination of Mary McCarthy," he explained why he thought McCarthy's autobiographical works would endure while her less autobiographical ones are, candidly, so bad: "She was essentially what the French call a *moraliste*—a dry, lucid anatomist of human nature in the tradition of Montaigne and Rochefoucauld. Once she's laid her characters out she has no idea what to do with them. . . . She needs to create a character to whom she can't feel superior, someone on whom she can project not only her wit and cleverness but her weakness and sense of vulnerability. And she herself was her only candidate for that character."

Late in the afternoon the experts retired from the field, and the conference was turned over to a panel of writers and friends of Mary. It soon became clear that some of the writers thought of the meeting as a way to pocket a quick $250. "One of the advantages of being a writer is that when you have to talk you don't have to talk about anything," said novelist Thomas Flanagan, who spoke on the rather general subject of "Living and Reading."

McCarthy's justly celebrated biographer, Carol Brightman, now at work on a book about the Grateful Dead, approached the podium in a flowing Indian blouse, portentously clutching a *New Yorker* and a handful of notes. Brightman had promised the conference organizers that her paper, "The Biographer as Burglar: Janet Malcolm Tells All," would take on the esteemed but embattled *New Yorker* writer, a sexy draw for journalists and academics alike. The audience hushed. A woman put down her copy of a Paul Erdman book for the first time. Brightman cleared her throat, and began as follows: "I've committed myself to saying something about Janet Malcolm, so let me get that out of the way." But as if struck mute like Macbeth before Banquo's ghost by the force of Malcolm's name, Brightman could not proceed. Instead she dived into a murky stream of academic consciousness, surfacing only occasionally in an effort to read her own notes: "Where did I start with that one? Oh, language. So that you find in McCarthy, her use of language, an awareness that words are powerful tools to reveal and expose things, perhaps things you don't know yourself consciously, which is of course how Mary McCarthy used her memoirs, in a confessional mode, the way a good Catholic who really does go into the confessional, in fear and trembling . . . And then there are other angles about this which we've all talked about today and I've . . . written about, about the . . . absolution you may or may not get from revealing yourself as a real, um, bitch." Brightman finally sat down.

Nancy Milford, the biographer of Zelda Fitzgerald, followed with a discussion of how Turner Television is making a movie of Zelda Fitzgerald's life without optioning her book. "If I'd called it *Zelda: A Novel* I'd have a better chance," she said, adding, "I'm the wrong person to have here on Mary McCarthy because we never met." There was another break. "We paid $250 for this?" complained one of the many conference organizers in the audience. "They didn't even begin to prepare." Schlesinger followed, do-si-do-ing with Monique Wittig because he had to get back to New York for dinner. He called his old

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friend "mostly a reliable liberal Democrat," a term more applicable to himself than to McCarthy. And to end there was Wittig, oddly enough (given her status as an icon of French feminism) one of the few feminists McCarthy ever liked, whose 1964 novel *The Opoponax*, a fictional autobiography written almost entirely in the third-person impersonal French pronoun *on*, received a rave review from McCarthy. Wittig, dressed like a matador, delivered a long narrative in heavily accented English, which turned out to be the plot of McCarthy's *The Group*. One conference-goer admitted later that he had mistakenly believed Wittig was reading a story about two Native American maidens named Lahkee and Poo-kee.

When all the talking was over, the academics still had not charted a course for McCarthy's future in academia. The theorists, especially the feminists, could not come to grips with the writer's central contradiction: that even while she became famous as a woman who broke down barriers, McCarthy maintained a stalwart belief in the importance of the barriers she was breaking down. "I don't think Mary McCarthy scholarship was ready for the kind of full-fledged conference that was devoted to her," McCarthy's stepdaughter concluded afterward, making the best of it. *GQ* literary editor and novelist Thomas Mallon declared darkly that the day's proceedings proved "the gap between academic, literary culture and real-world literary culture is wider than ever, and unbridgeable." But not the gap between art and life: As the conference concluded, the participants headed eagerly for the refreshments, and after a quick glass of wine and a slice of melon they hurried to grab their coats and depart, many for the New York train, which, like its counterpart in *The Groves of Academe*, "was slow, crowded, inconvenient, and late."

D. T. Max is the book editor of The New York Observer. *He wrote "Can the Poet Laureate Matter?" for the January/February 1993 issue of* Lingua Franca.

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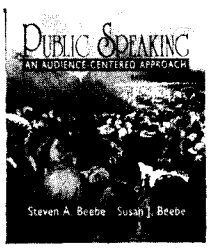

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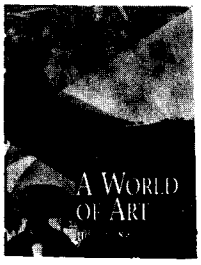

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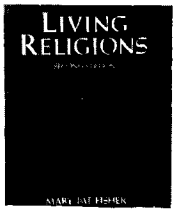

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years. "If you look at the period of the 1930s and 1940s," she says, "you will see it was the period in psychoanalytic history which produced the most interesting and innovative ideas. You could well argue that the moribund theory of the 1950s and 1960s came about partly because psychoanalysis became too widely accepted, too standard in medical schools, too much a part of the mainstream."

In fact, Hornstein thinks that once psychoanalysis has left medical departments for good, psychiatry will

PSYCHOANALYSIS MAY

realize that it, not psychoanalysis, has come out worse after the breakup. "The irony of all this," she explains,

EVENTUALLY BE PUSHED

"is that psychiatry has boxed itself into a terrible corner. The main method of psychiatry now is medica-

OUT OF MEDICINE

tion, but any physician can prescribe medication. There's no reason for a person to go to a psychiatrist if they

ALTOGETHER AND FIND NEW

feel depressed and want Prozac—they can go to a general practitioner. They can go to a dermatologist! My

LIFE IN THE HUMANITIES.

own prediction is that psychiatry as a field is going to disappear in twenty years because it won't be doing anything unique. The field will be completely absorbed by two groups of people: psychologists, social workers, and other therapists on one hand, who will provide therapy; and physicians of all kinds on the other hand, who will prescribe medication. The only thing psychiatrists can do to save themselves is embrace points of view like psychoanalysis that are unique to their field."

—Larissa MacFarquhar

Letters

Continued from page 5

mark. Let's start with the Consorzio, to whom I sent a fax in early September. Francesca de Pol of the Consorzio's publications department replied by fax a couple of weeks later, saying that she preferred to answer my questions over the telephone and requesting my number, but after I obliged her with this information I never heard a word from her. That's why I was unaware of the Consorzio's earlier publications—a point on which I stand corrected.

My information about the Italian publication of Brodkey's novel was supplied by Bridget Love at Wylie, Aitken & Stone. It was also Love who told me that she didn't believe Brodkey would be willing to speak to me for the article. Obviously, I would have been delighted to do so. As for Brodkey's other complaints—"a few months" versus "several months," for example—I stand by the piece as reported.

FRENCH LETTER

Like Rex Roberts, I am concerned about the "stupefying lack of humor that characterizes life in the Nineties" ["My Waterloo," November/December]. It smacks disturbingly of the Chinese Red Guard in its heyday. Like him, I also find hilarious the idea that Napoleon's penis may be preserved in a jar at Columbia University, and I would have enjoyed the article containing the information, had anyone shared it with me.

Having said all that, I nevertheless feel compelled to add that Roberts sounds suspiciously like an asshole who engaged in a process of systematic harassment of his instructor, in which the incident of the article on Napoleon's penis was simply the last straw.

It is significant that Roberts does not tell us how his instructor responded to any of his overtures, or even whether her phone call to him had been prompted by a request or by some other provocation from him. On the face of it, each of the incidents Roberts describes seems innocent enough. But if his instructor's

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response at any point along the way indicated that she did not welcome his advances, his continued pursuit of this sort of behavior would constitute harassment.

Perhaps Roberts's instructor was just young, insecure, and lacking a sense of humor. On the other hand, it is possible that Roberts was pushy and obnoxious over a period of time and to a degree that forced her finally to ask for help. That the author indicates he had been in the instructor's class for more than one semester, during which time he had made several overtures and she apparently had not complained to the administration—or responded with advances of her own—suggests the latter case.

The most damning evidence against Roberts's argument, however, is the argument itself. Since the campus, the subject, and the time period are all identified, no doubt many readers will be able to identify the instructor as well, subjecting her to unsolicited attention, controversy, and possible ridicule.

Somehow, I can't escape the nagging feeling that, in writing the article, Roberts was attempting to even a score because his repeated advances to his instructor were ultimately thwarted.

Patricia Piety, *Coordinator, Institutional Planning, Harris-Stowe State College*

MELLEN BAWLS

As a writer recently published by Mellen Research University Press, I might be charged with having an ax to grind regarding Warren St. John's "Vanity Fare" [September/October]. However, I hope my impression that the piece was something of a hatchet job is not entirely defensive or self-justifying.

I have not read Joseph R. Washington Jr.'s *Rulers of Reality*, and therefore I shall not comment on it, but in general I would suggest that books published by *all* presses vary in quality.

Since I know nothing about the university associated with the Edwin Mellen Press or Dr. [Herbert] Richardson's plans to set up still other universities, I shall also refrain from comment upon these matters. But as a former librarian and former chair of an academic division in a university, I do know

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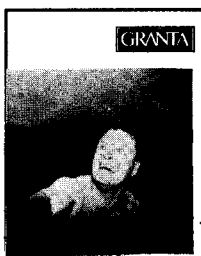

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Niznik, M. Lynne	Loras C	IA
Nolan, Janet	LoyolaU,Chcago	IL
Nussdorfer, Laurie	Wesleyan U	CT
O'Toole, James	Mass, Boston	MA
Offutt, Leslie	Vassar C	NY
Okamura, Lawrence	Missouri, Clmb	MO
Parshall, Karen H.	Virginia, U of	VA
Peguero, Valentina	Wiscnsn, StevPt	WI
Perez, Louis	Illinois S U	IL
Pestana, Carla	Ohio S U	OH
Ragep, F. Jamil	Oklahoma, U of	OK
Reckner, James	Texas Tech	TX
Reger, Gary	Trinity C (CT)	CT
Resch, Robert	Texas A & M U	TX
Rush, James	Arizona S U	AZ
Sanders, Glenn	Oklahoma Baptst	OK
Scherzer, Kenneth	Mdl Tennessee	TN
Shkliarevsky, G.	Bard C	NY
Simpson, Brooks	Arizona S U	AZ
Slaybaugh, Douglas	St Michael's C	VT
Sonn, Richard	Arkansas, Ftvl	AR
Stanley, Amy	UC, Irvine	CA
Stanton, Joseph C.	Hawaii, U of	HI
Steinberg, Allen	Iowa, U of	IA
Steinberg, Michael	Cornell U	NY
Stokes, Raymond	R P I	NY
Strayer, Brian E.	Andrews U	MI
Sweeney, Kevin	Amherst C	MA
Tallant, Harold	Georgetown C	KY

These tables reflect tenurings and hirings to tenure effective as of the '93-'94 academic year in the liberal arts & sciences at more than 500 4-year colleges and universities in the USA and Canada.

This issue lists disciplines German through Spanish/Portuguese. Our December '93 issue listed Anthropology/Archeology/Folklore, Art/Art History, Area Studies/Women's Studies, Asian Languages & Literatures, Biology/Environmental Studies, Chemistry/Biochemistry, Classics, Communications/Journalism, Comparative Literature, Computer Science, Drama/Dance/Film/Video, Economics, English, French/Italian, Geography, and Geology. Junior hirings by discipline and graduate training will be listed in our March and May '94 issues.

"Tenuring" means the granting of tenure to a faculty member who in the previous academic year was in an untenured position at the same institution. **"Hiring to Tenure"** means the hiring to a tenured position of a faculty member from another institution.

['94] means this action will take effect as of the '94-'95 academic term.
"N/A" means this information was not available at press time.
[NTG] means this institution is partially or completely non-tenure-granting. Its faculty is listed when they are signed for the first time to a 'non-probational' contract (*e.g.* lasting 5 years or more).

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If one of our items is in error, please let us know, on the stationery of the hiring department, specifying your name and title.
Deans and administrators: If your institution isn't represented and should be, write or call us to request the appropriate form.
Faculty members: If your name isn't here and should be, ascertain who in your administration or news office both has this information for the liberal arts and sciences, and is willing to part with it. Give us the person's name and title, and your name and title. Note that we are not listing temporary or visiting positions, nor first-time hirings to those senior positions that are probationary (*e.g.* associate professor without tenure).
Contact us either by writing to the Jobtracks Desk, *Lingua Franca,* 172 East Boston Post Rd., Mamaroneck, NY 10543-9936, or by faxing us at 914-698-9488.

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JOBTRACKS 1993-94

TENURINGS AND HIRINGS TO TENURE, BY DISCIPLINE

NAME	INSTITUTION		PREV AFFIL
Tam, Yue-him	Macalester C	MN	
Tenkotte, Paul	Thomas More C	KY	
Toland, Frank	Tuskegee U	AL	
Tonomura, Hitomi	Michigan, AnAr	MI	
Tuchman, Arleen	Vanderbilt U	TN	
Vaporis, Constantine	Maryland, Ctnsvl	MD	
Veldman, Meredith	LSU, BatnRoug	LA	
Walker, David W.	Michigan S U	MI	
Weiner, Lynn	Roosevelt U	IL	
Weis, W. Michael	Illinois Weslyn	IN	
Wheeler, Arthur	Portland, U of	OR	
Wilson, Lisa	Connecticut C	CT	
Woodruff, Nan	Penn S U	PA	
Young, John W.	Andrews U	MI	
	HIRINGS TO TENURE		
Allen, Judith	Indiana, Blmngtn	IN	Griffith U ASL
Armstrong, Thomas	Francis Marion U	SC	Georgia C
Bernard, Richard M.	Simpson C	IA	Bethany C
Blackwelder, Julia	Texas A & M U	TX	N Carolina, Chrlt
Chickering, Roger	Georgetown U	DC	Oregon, U of
Cohen, David W.	Michigan, AnAr	MI	Northwestern U
Cooper, Patricia	Kentucky, U of	KY	Drexel U
Copenhaver, Brian	UC, LosAngeles	CA	UC, Riverside
deGrazia, Victoria	Columbia U	NY	Rutgers U
Escobar, Edward	Arizona S U	AZ	Indiana, NWest
Faragher, John Mack	Yale U	CT	Mt Holyoke C
Friedman, Lawrence	Indiana, Blmngtn	IN	Bowling Green S
Geary, Patrick	UC, LosAngeles	CA	Florida, U of
Joseph, Gilbert M.	Yale U	CT	N Carolina,ChpH
Kent, Susan	Colorado, Bldr	CO	Florida, U of
Lassner, Jacob	Northwestern U	IL	Wayne S U
Lebsock, Suzanne	N Carolina, ChpH	NC	Rutgers U
Marable, Manning	Columbia U	NY	Colorado, U of
McBride, David	Penn S U	PA	SUNY, Brghmtn
Morantz-Sanchez, R.	Michigan, AnAr	MI	UC, LosAngeles
Muir, Edward	Northwestern U	IL	Louisiana S U
Naquin, Susan	Princeton U	NJ	Penn, U of
Owen, E. Roger J.	Harvard U	MA	N/A
Parker, Geoffrey	Yale U	CT	Illinois, Urbana
Reagon, Bernice J.	American U	DC	Smithson Musm
Sabean, David	UC, LosAngeles	CA	Cornell U
Sanchez, George	Michigan, AnAr	MI	Stanford U
Schama, Simon	Columbia U	NY	Harvard U
Smith, Gerald	Kentucky, U of	KY	Memphis S U
Soderlund, Jean	Lehigh U	PA	Maryland, Bltmr
Spiegel, Gabrielle	Johns Hopkins U	MD	Maryland, CollPk
Spivey, Donald	Miami, U of	FL	Connecticut, Uof
Taylor, William	S Methodist U	TX	Virginia, U of
Traweek, Sharon	UC, LosAngeles	CA	Rice U
Tutino, John M.	Georgetown U	DC	Boston C
Wright, George	Duke U	NC	Texas, Austin

LANGUAGES & LITERATURES, OTHER

	TENURINGS		
Anderson, Carl A.	Michigan S U	MI	
Ariga, Chieko	Utah, U of	UT	
Deagon, Andrea	N Carolina, Wlm	NC	
Gropp, Douglas	Catholic U Amer	DC	
Hammond, Charles	S Illinois, Crbndl	IL	
Jackson, Barry	Rivier C	nh	
Kinney, Ann B.	Virginia, U of	VA	
Lomas, Clara	Colorado C	CO	
O'Leary, Margaret	St Olaf C	MN	
Szatrowski, Polly E.	Minnsota,TwnC	MN	
Williams, Philip	Arizona S U	AZ	
Winkler, Martin	George Mason U	VA	
Wu, Charles	Reed C	OR	
	HIRINGS TO TENURE		
Chen, Yu-shih	Minnsota,TwnC	MN	Yale U

LINGUISTICS

	TENURINGS		
Beddor, Patrice	Michigan, AnAr	MI	
Jones, Charles	George Mason U	VA	
Krifka, Manfred	Texas, Austin	TX	
Mahnke, Kathleen	St Michael's C	VT	
Mester, Armin	UC, St Cruz	CA	
O'Grady, William	Hawaii, U of	HI	
Schein, Barry	S California, U of	CA	
Winford, Donald	Ohio S U	OH	
	HIRINGS TO TENURE		
Johnson, Kyle	Mass, Amherst	MA	MIT
Milroy, Lesley	Michigan, AnAr	MI	Queen's Blfst UK
Perlmutter, David	Rochester, U of	NY	MIT

MATHEMATICS/STATISTICS

	TENURINGS		
Anderson, John	Holy Cross, C of	MA	
Anderson, Thomas	St. Ambrose U	IA	
Arnold, Edward	E Montana C	MT	
Asmar, Nakhle	Missouri, Clmb	MO	
Austin, Daniel	Anderson U	IN	
Bailer, John	Miami U, Oxford	OH	
Banerjee, Uday	Syracuse U	NY	
Banfield, Jeffrey	Montana S U	MT	
Bennish, Joseph	Cal S, LngBch	CA	
Beslagic, Amer	George Mason U	VA	
Bezuidenhout, Carol	Rochester, U of	NY	
Blasius, Arlene	SUNY, Westbry	NY	
Bonner, David	Russell Sage C	NY	
Booth, James	Florida, U of	FL	
Brodsky, Yuly	Adelphi U	NY	
Brown, Russell	Kentucky, U of	KY	
Bugajska, Krystyna	York U	CAN	
Butler, Lynn	Haverford C	PA	
Casillas, Paul	Clark C (WA)	WA	
Chan, Ngai-Hang	CarnegieMellon	PA	
Chi, Quo-Shin	Washington U	MO	
Christianson, Deann	Pacific, U of	CA	
Clough, Anne	Marquette U	WI	
Coffman, Robert	Wiscnsn, RiverF	WI	
Coleman, Matthew	Fairfield U	CT	
Colonna, Flavia	George Mason U	VA	
Connor, Jeffery	Ohio U	OH	
Dalang, Robert	Tufts U	MA	
Davies, Arouna	PrairieViewAM	TX	
del Greco, John	LoyolaU,Chcago	IL	
Dickey, Leonid	Oklahoma, U of	OK	
Dobric, Vladimir	Lehigh U	PA	
Dockery, Jack	Montana S U	MT	
Dolan, Maureen	SUNY, Westbry	NY	
Doty, Stephen	LoyolaU,Chcago	IL	
Driver, Bruce K.	UC, SanDiego	CA	
Elkies, Noam	Harvard U	MA	
Ellingham, Mark	Vanderbilt U	TN	
Eschenbach, Carolyn	Georgia S U	GA	
Escobar, Jose F.	Indiana, Blmngtn	IN	
Evanovich, George	St Peter's C	NJ	
Evans, James	Iowa S U	IA	
Fisher, David	Colorado, Denv	CO	
Foote, Robert	Wabash C	IN	
Franz, Kenneth	Andrews U	MI	
French, Donald	Cincinnati, U of	OH	
Galikcki, Cryszto	New Mexico, U of	NM	
Ganapathy, Jayanthi	Wiscnsn, Oshk	WI	
Gerlach, Juergen	Radford U	VA	
Gillespie, John	Michigan, Drbrn	MI	
Gonzales, Mancy	New Mexico, U of	NM	
Gordon, Russell	Whitman C	WA	
Grant, David	Colorado, Bldr	CO	
Gray, Beth	SE Louisiana U	LA	
Gross, Robert	Boston C	MA	
Grubb, Daniel	N Illinois U	IL	
Guzman, Fernando	SUNY, Bngmtn	NY	
Haeberly, Jean Pierre	Fordham U	NY	
Haiman, Mark	UC, SanDiego	CA	
Hardin, Douglas	Vanderbilt U	TN	
Harizanov, Valentina	G. Washington U	DC	
Herman, Russelll	N Carolina, Wlm	NC	
Hildreth, David	SUNY, Oneonta	NY	
Hoover, John	E Montana C	MT	
Hopkins, Nora	Indiana S U	IN	
Hsu, Lifang	Le Moyne C	NY	
Kammeyer, Janet	US Naval Acad	MD	
Kass, Steven	Drew U	NJ	
Keil, Zenaida O.	Rowan C	NJ	
Khavanin, M.	N Dakota, U of	ND	
Kinsey, L. Christine	Canisius C	NY	
Koop, Janice	Calvin C	MI	
Kostelich, Eric	Arizona S U	AZ	
Krussel, John	Lewis & Clark C	OR	
Kwong, Yui-Hoi	SUNY, Fredon	NY	
Lahiri, Parthasarathi	Nebraska, Lncn	NE	
Laurence, L. Brian	George Mason U	VA	
Lewis, Larry	Spalding U	KY	
Li, Yanyan	Rutgers, NBruns	NJ	
Long, Betty	Appalachian S	NC	
Mack, Nancy	N Illinois U	IL	
Mandal, Satyagopal	Salem C	NC	
Matsubara, Yo	Occidental C	CA	
Mawata, Christopher	Tennessee, Chat	TN	
Mazzeo, Rafe	Stanford U	CA	
McKeon, Kathleen	Connecticut C	CT	
Meziani, Abdelhamid	Florida Int'l U	FL	
Montgomery, R.	UC, St Cruz	CA	
Morris, Walter	George Mason U	VA	
Murphy, Katherine	N Carolina, ChpH	NC	
Murray, Leroy	Fisk U	TN	
Nadel, Alan	S California, U of	CA	
Nagaraj, Neerchal	Maryland, Ctnsvl	MD	
Nimmo, Steve	Morningside C	IA	
Norris, Paula	Delta State U	MS	
Oaks, Ann	Hobart/WmSmth	NY	
Olsen, Catherine	SUNY, Buffalo	NY	
Ortiz-Franco, Luis	Chapman U	CA	
Pan, Ching-Tsuan	N Illinois U	IL	
Pignataro, Thea	CUNY, City C	NY	
Pitman, E. Bruce	SUNY, Buffalo	NY	
Pollack, David	Youngstown S	OH	
Powers, Victoria	Emory U	GA	
Przebinda, Tomasz	Oklahoma, U of	OK	
Puckett, E. Gerry	UC, Davis	CA	
Putinar, Mihai	UC, Riverside	CA	
Putnam, Ian	Victoria, U of	CAN	
Quinn, Declan	Syracuse U	NY	
Ramanathan, J.	E Michigan U	MI	
Rhee, Noah	Missouri, Kans	MO	
Ritchey, Nathan	Youngstown S	OH	
Robertson, Hugh	Illinois, Urbana	IL	
Russo, Paula	Trinity C (CT)	CT	
Ryan, Jennifer	Colorado, Denv	CO	
Sahoo, Prasanna	Louisville, U of	KY	
Schulte, Egon	Northeastern U	MA	
Seager, Dr. Suzanne	Mt St Vincent	CAN	
Shelton, Therese	Southwestern U	tx	
Simons, Lloyd	St Michael's C	VT	
Sin, Peter	Florida, U of	FL	
Sivaganesan, Siva	Cincinnati, U of	OH	
Skala-Kowalski, H.	Wiscnsn, LaCro	WI	
Smale, Nathan	Utah, U of	UT	
Sriniuasan, Hema	Missouri, Clmb	MO	
Stephen, Joseph	N Illinois U	IL	
Sternberg, Peter J.	Indiana, Blmngtn	IN	
Stockbridge, Richard	Kentucky, U of	KY	
Sullivan, Patrick	Valparaiso U	IN	
Sweezy, Caroline	New Mexico S U	NM	
Szabo, Zoltan	CUNY, Lehman	NY	
Tam, Richard	IndianaPurdu,Ind	IN	
Tang, Betty	Arizona S U	AZ	
Tayeh, Carla	E Michigan U	MI	
Teleb, Radi	Wiscnsn, Stout	WI	
Testerman, Donna	Wesleyan U	CT	
Thompson, John	Florida, U of	FL	
Thompson, Sylvester	Radford U	VA	
Tintarev, Kyril	UC, Irvine	CA	
Toman, Blaza	G. Washington U	DC	
Tonellato, Peter	Marquette U	WI	
Townsley-Kulich, L.	Illinois Benedctn	IL	
Tran, Tan	Loras C	IA	
Tsang-Ming, Jiang	Alaska, Frbnks	AK	
Valente, Kenneth	Colgate U	NY	

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TENURINGS AND HIRINGS TO TENURE, BY DISCIPLINE

NAME	INSTITUTION		PREV AFFIL
Valentini, Robert	Cal S, LngBch	CA	
van Newenhisen, Jill	Lake Forest C	IL	
Venturino, Ezio	Iowa, U of	IA	
Viet, Ngo	Cal S, LngBch	CA	
Vining, Geoffrey	Florida, U of	FL	
Volkmer, Hans	Wiscnsn, Milw	WI	
Wagner, Bruce	Iowa S U	IA	
Walschap, Gerard	Oklahoma, U of	OK	
Weerakkody, G.	Mississippi S	MS	
West, Thelma	SW Louisiana	LA	
Whittington, Keith	Pacific, U of	CA	
Will, Marlene	Spalding U	KY	
Yan, Joseph	N Carolina, Wlm	NC	
Zhang, Shuang	Cincinnati, U of	OH	
Zhou, Mai	Kentucky, U of	KY	
	HIRINGS TO TENURE		
Bloch, Anthony	Michigan, AnAr	MI	Ohio S U
Borwein, Jonathan	Simon Fraser	CAN	Oxford U UK
Borwein, Peter	Simon Fraser	CAN	BrColmb CAN
Cherednik, Ivan	N Carolina, ChpH	NC	Kyoto U JPN
Eggleton, Roger	Illinois S U	IL	DaruslmBRUNEI
Em Karniadakia, G.	Brown U	RI	Princeton U
Evans, Michael	Washington&Lee	VA	N Carolina S U
Harer, John	Duke U	NC	UC, Berkeley
Heyde, Christopher	Columbia U	NY	AustralianNatl ASL
House, Peggy	N Michigan U	MI	Minnesota, U of
Johnson, Jerry	Nevada, Reno	NV	Oklahoma S U
Karr, Alan	N Carolina, ChpH	NC	Johns Hopkins U
Kolyvagin, Victor	Johns Hopkins U	MD	Steklov Math CIS
Kontsevich, Maxim	UC, Berkeley	CA	Planck Inst GER
Lee, Jonathon	Kentucky, U of	KY	Yale U
Milgram, R. James	New Mexico, U of	NM	Stanford U
Nair, Vijayan	Michigan, AnAr	MI	AT&T Labs
Neithalath, Mohan	Washington U	MO	Tata Inst IND
Nikolaev, Igor	Illinois, Urbana	IL	Siberian CIS
Papanicolaou, George	Stanford U	CA	New York U
Ratner, Marina	Stanford U	CA	UC, Berkeley
Sahi, Siddhartha	Rutgers, NBruns	NJ	Princeton U
Soffer, Avraham	Rutgers, NBruns	NJ	Princeton U
Stucker, Aaron	Washburn U	KS	US Naval Acad
Wentzell, Alexander	Tulane U	LA	Moscow S CIS
Wu, Jeff	Michigan, AnAr	MI	Waterloo CAN

MID-EAST/AFRICAN LANG & LIT

	TENURINGS		
Al-Batal, Mahmoud	Emory U	GA	
Arneson, Eric	Illinois, Chicago	IL	
Chang, S. Yvonne	Texas, Austin	TX	
Davis, Richard	Ohio S U	OH	
Holbrook, Victoria	Ohio S U	OH	
Jacobs, Neil	Ohio S U	OH	
Mbalia, Doreatha	Wiscnsn, Milw	WI	
Rollins, Judith	Wellesley C	MA	
Stetkevych, Suzanne	Indiana, Blmngtn	IN	
Turner, Patricia	UC, Davis	CA	
Westbrook, R.	Johns Hopkins U	MD	
	HIRINGS TO TENURE		
Berry, Faith	UC, St Barbara	CA	Florida Atlantic
Fleischer, Cornell	Chicago, U of	IL	Washington U
Karp, Ivan	Emory U	GA	Smithsonian Inst
Russell, James	Harvard U	MA	Hebrew U ISR
Yoffee, Norman	Michigan, AnAr	MI	Arizona, U of

MUSIC

	TENURINGS		
Adams, Byron	UC, Riverside	CA	
Appert, Donald	Clark C (WA)	WA	
Arasimowicz, George	Colorado, Denv	CO	
Arnold, C. Benjamin	Emory U	GA	
Baer, Dale	SUNY, Oswego	NY	
Bailey, John R.	Nebraska, Lncn	NE	
Barcellona, John	Cal S, LngBch	CA	
Benson, Mark	Auburn, Mntgmr	AL	
Bergee, Martin	Missouri, Clmb	MO	
Bielefelt, Lynn	Cal S, LngBch	CA	
Boers, Geoffrey	Cntrl Washngtn	WA	
Boespflug, George	Houghton C	NY	
Boling, Mark	Tennessee, Knox	TN	
Borton, Bruce	SUNY, Bngmtn	NY	
Boyd, John	Indiana S U	IN	
Brady, Janet	SUNY, Bngmtn	NY	
Brinson, Barbara	S Methodist U	TX	
Carillo, Daniel	CUNY, City C	NY	
Carlisle, Mark	Indiana S U	IN	
Carter, David	St Olaf C	MN	
Cesbron, Jacques	Indiana, Blmngtn	IN	
Cock, Christopher	Concordia, Mrhd	MN	
Cooper, Peter	Andrews U	MI	
Cowley, David	Wiscnsn, Oshk	WI	
Davis, Ron	Oklahoma Baptst	OK	
Dunscomb, Richard	Florida Int'l U	FL	
Fields, Craig	Virginia Poly	VA	
Garcia, Antonio	N Illinois U	IL	
Giesbrecht-Segger, M.	Alberta, U of	CAN	
Gilliam, Bryan	Duke U	NC	
Gimbel, Allen	Lawrence U	WI	
Gowan, Andrew	S Carolina, Clm	SC	
Griebling, Karen	Hendrix C	AR	
Harbold, Mark	Elmhurst C	IL	
Harrison, Daniel	Rochester, U of	NY	
Hasty, Christopher	Penn, U of	PA	
Hensel, Larry	Mdl Tennessee	TN	
Herman, Martin	Cal S, LngBch	CA	
Hilliard, Quincy	SW Louisiana	LA	
Hoffmeister, Frank	Wiscnsn, Oshk	WI	
Jones, Eddie	Arkansas, Ftvl	AR	
Kaplan, Richard A.	LSU, BatnRoug	LA	
Karis, Aleck	UC, SanDiego	CA	
Kautsky, Catherine	Lawrence U	WI	
Klebanow, Susan	N Carolina, ChpH	NC	
Koozin, Timothy	N Dakota, U of	ND	
Kraus, Joseph C.	Nebraska, Lncn	NE	
Lemelin, Stephane	Alberta, U of	CAN	
Lewis, George	UC, SanDiego	CA	
Lindberg, Jeffrey	Wooster, C of	OH	
Linford, Jon	New Mexico S U	NM	
Livingston, Carolyn	RhodeIsland,Uof	RI	
Luckey, Robert	SW Louisiana	LA	
McMullin, William	Nebraska, Lncn	NE	
Meunier, Robert	Drake U	IA	
Montane, Carlos	Indiana, Blmngtn	IN	
Moore, Brian R.	Nebraska, Lncn	NE	
Moore, Nancy	Delta State U	MS	
Mosteller, Paul	Alabama, Brmng	AL	
Nathanson, Rob	N Carolina, Wlm	NC	
Neil, Mary	Augustana C (IL)	IL	
Nepkie, Janet	SUNY, Oneonta	NY	
Nimmo, Douglas	Gustavus Adolph	MN	
O'Mahoney, T.	St Francis Xavier	CAN	
Olson, Kathryn	Oregon S U	OR	
Osland, Miles	Kentucky, U of	KY	
Parsons, Derek	Furman U	SC	
Patrick, Louise	E Michigan U	MI	
Pedersen, Garik	E Michigan U	MI	
Peel, John	Willamette U	OR	
Pemberton, Roger	S Carolina, Clm	SC	
Pickney, Warren	Cal S, Chico	CA	
Resick, Georgine	Notre Dame, U of	IN	
Retzlaff, Jonathan	Drake U	IA	
Riggs, Robert	Mississippi, U of	MS	
Rinehart, John	Antioch U	OH	
Romanstein, Stanley	St Lawrence U	NY	
Rountree, Kathleen	LSU, BatnRoug	LA	
Ruple, Eric	James Madison	VA	
Salvador, Miguel	Florida Int'l U	FL	
Saunders, Mary Well	Davidson C	NC	
Schmid, William	GeorgiaSouthern	GA	
Slutz, James	Indiana S U	IN	
Smyth, David H.	LSU, BatnRoug	LA	
Speedie, Penelope	Emporia State U	KS	
Spencer, Andrew	Cntrl Washngtn	WA	
Swain, James	Emporia State U	KS	
Terry, Peter	Cal S, LosAngls	CA	
Thompson, Lee	Whitman C	WA	
Town, Stephen J.	NW Missouri S	MO	
Vitercik, Gregory	Middlebury C	VT	
Watkins, Rosemary	Texas, SanAnton	TX	
Whitaker, Howard	Wheaton C (IL)	IL	
Winter, Clifford	Alabama, Brmng	AL	
Zannefield, Tietje	Dalhousie U	CAN	
	HIRINGS TO TENURE		
Arroyo, Martina	Indiana, Blmngtn	IN	Louisiana S U
Cuccaro, Costanza	Indiana, Blmngtn	IN	Missouri, Clmb
Jeffery, Peter	Princeton U	NJ	Penn, U of
Kaufman, Frederick	Florida Int'l U	FL	ManhtnSchMusic
Keating, Alan	SE Louisiana U	LA	Louisiana Tech
Kirchoff, Craig	Minnsota,TwnC	MN	Ohio S U
McClary, S.	UC, LosAngeles	CA	McGill U CAN
O'Reilly, Sally	Minnsota,TwnC	MN	Louisiana S U
Richmond, Brad	SE Louisiana U	LA	Laurentian CAN
Schoenbach, Peter	SUNY, Fredon	NY	Wayne S U
Shelemay, Kay K.	Harvard U	MA	Wesleyan U
Wright, Elizabeth	Indiana, Blmngtn	IN	Washington, U of

PHILOSOPHY

	TENURINGS		
Albert, David	Columbia U	NY	
Anderson, Elizabeth	Michigan, AnAr	MI	
Averill, Edward	Texas Tech	TX	
Azzouni, Jodi	Tufts U	MA	
Babich, Babette	Fordham U	NY	
Bachman, James	Valparaiso U	IN	
Badhwar, Neera	Oklahoma, U of	OK	
Baldner, Kent	W Michigan U	MI	
Baynes, Kenneth	SUNY, StnyBr	NY	
Browne, Stanley	Youngstown S	OH	
Clayton, Philip	Sonoma S U	CA	
Cleland, Carol	Colorado, Bldr	CO	
Cleveland, Timothy	New Mexico S U	NM	
Coolidge, Francis P.	LoyolaU, NOrl	LA	
Curd , Patricia	Purdue U	IN	
Cvek, Peter	St Peter's C	NJ	
Davis, Thomas	Whitman C	WA	
DesJardins, Joseph	St Benedict	MN	
Dillon, Robin	Lehigh U	PA	
Dumas, Jean	Purdue U	IN	
Elfstrom, Jerry	Auburn U	AL	
Falkenstein, Lorne	W Ontario	CAN	
Flage, Daniel	James Madison	VA	
Freund, Richard	Nebraska, Oma	NE	
Friedman, Marilyn	Washington U	MO	
Furlong, John	Transylvania U	KY	
Gauker, Christopher	Cincinnati, U of	OH	
Gill, Kathleen	St Cloud S U	MN	
Godway, Eleanor	Cntrl Connecticut	CT	
Goehr, Lydia	Wesleyan U	CT	
Habibi, Don	N Carolina, Wlm	NC	
Hagberg, Garry	Bard C	NY	
Hall, Pamela	Emory U	GA	
Hansen, Craig	Winona S U	MN	
Hare, John	Calvin C	MI	
Hartman, Margaret	Sweet Briar C	VA	
Heldke, LIsa	Gustavus Adolph	MN	
Heller, Mark	S Methodist U	TX	
Hill, Judith	Saginaw Valley S	MI	
Houlgate, Stephen	DePaul U	IL	
Hudson, Deal	Fordham U	NY	
Izzi, John	St Michael's C	VT	
James, David	Old Dominion U	VA	
Kalan, Tonu	N Carolina, ChpH	NC	
Kelly, James	Miami U, Oxford	OH	
Kelly, Janice	Purdue U	IN	
Kennedy, Thomas	Valparaiso U	IN	
Kerszberg, Pierre	Penn S U	PA	
King, Jeffrey	UC, Davis	CA	
Koons, Robert C.	Texas, Austin	TX	
Kremer, Michael	Notre Dame, U of	IN	
Landini, Gregory	Iowa, U of	IA	
Lieuwen, Peter	Texas A & M U	TX	
Liston, Michael	Wiscnsn, Milw	WI	
Lloyd, Sharon	S California, U of	CA	

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TENURINGS AND HIRINGS TO TENURE, BY DISCIPLINE

NAME	INSTITUTION	PREV AFFIL
Mar, Gary	SUNY, StnyBr	NY
McCarty, Colin	CaseWstrnRes	OH
McCarty, Richard	E Carolina U	NC
McGregor, Joan	Arizona S U	AZ
Meinwald, Constance	Illinois, Chicago	IL
Mendola, Joseph R.	Nebraska, Lncn	NE
Merritt, Rebecca	Purdue U	IN
Mills, Charles	Illinois, Chicago	IL
Mitchell, Sandra D.	UC, SanDiego	CA
Morrison, Donald	Rice U	TX
Mui, Constance	LoyolaU, NOrl	LA
Naddaf, Gerard	York U	CAN
Neale, Stephen	UC, Berkeley	CA
Norton-Smith, T.	Kent S U	OH
Pappas, Nicholas	Hollins C	VA
Pappin, Joseph	Arkansas, LtlRk	AR
Possin, Kevin	Winona S U	MN
Press, Gerald	CUNY, Hunter C	NY
Reath, Andrews	N Carolina S U	NC
Regan, Thomas	Fairfield U	CT
Sedgwick, Sally	Dartmouth C	NH
Sher, Gila	UC, SanDiego	CA
Simon, Lawrence H.	Bowdoin C	ME
Spitzer, Fr. Robert	Seattle U	WA
Ssekasozi, Enolebert	LincolnU, Jfrsn	MO
Starr, Mark	Spring Hill C	AL
Steup, Matthias	St Cloud S U	MN
Stewart, Scott	Cape Breton	CAN
Strange, Steven	Emory U	GA
Swain, Corliss G.	St Olaf C	MN
Tiesen, Richard	San Jose S U	CA
van der Linden, H.	Butler U	IN
Von Eckardt, Barbara	Nebraska, Lncn	NE
Way, Eileen	SUNY, Bngmtn	NY
Waymack, Mark	LoyolaU,Chcago	IL
Weiss, Roslyn	Lehigh U	PA
Wilcox, John	Spalding U	KY
Wirkus, Brenda	John Carroll U	OH
Wueste, Daniel E.	Clemson U	SC

HIRINGS TO TENURE

Adams, Robert M.	Yale U	CT	UC, LosAngeles
Anderson, Anthony	UC, St Barbara	CA	Minnesota, U of
Bell, Nora Kizer	N Texas, U of	TX	S Carolina, U of
Broadley, Sarah W.	Princeton U	NJ	Rutgers U
Clark, Andy	Washington U	MO	Sussex U UK
Curley, Edwin	Michigan, AnAr	MI	Illinois, Chicago
Flanagan, Owen	Duke U	NC	Boston U
Garcia, Jorge	Rutgers, NBruns	NJ	Georgetown U
Hart, W.D.	Illinois, Chicago	IL	New Mexico, U of
Hickman, Larry	S Illinois, Crbndl	IL	Texas A & M U
Hooker, Michael	Mass, Amherst	MA	Mass, Amherst
Lee, Jonathan	Colorado C	CO	Knox C
Millikin, Ruth	Michigan, AnAr	MI	Connecticut, Uof
Ross, Howard	Wisensn, Whitew	WI	Kentucky S U

PHYSICS/ASTRONOMY

TENURINGS

Adams, Philip W.	LSU, BatnRoug	LA
Aldinger, Randolph	Gettysburg C	PA
Aratyn, Henrik	Illinois, Chicago	IL
Arritt, Raymond W.	Kansas, U of	KS
Aziz, Michael	Harvard U	MA
Baringer, Philip S.	Kansas, U of	KS
Barwick, Steven	UC, Irvine	CA
Bauer, Wolfgang W.	Michigan S U	MI
Bidarian, Akbar	S Connecticut	CT
Bilchak, Cynthia	Shippensburg	PA
Blaha, Cynthia	Carleton C	MN
Bloxham, Jeremy	Harvard U	MA
Broido, David	Boston C	MA
Cates, Gordon	Princeton U	NJ
Champagne, Arthur	N Carolina, ChpH	NC
Chernoff, David	Cornell U	NY
Christensen, John	Alaska, Frbnks	AK
Collings, Peter	Swarthmore C	PA
Constable, Catherine	UC, SanDiego	CA
Coon, Sidney	New Mexico S U	NM
Craven, John	Alaska, Frbnks	AK
Dhuga, Kalvir S.	G. Washington U	DC
Drell, Persis	Cornell U	NY
Edwards, Glenn	Vanderbilt U	TN
Eggleston, Dennis	Occidental C	CA
Elser, Veit	Cornell U	NY
Farrell, Brian	Harvard U	MA
Gaffney, Christopher	Cal S, Chico	CA
Gangopadhay, S.	Texas Tech	TX
Garg, Shila	Wooster, C of	OH
Gawlinski, Edward	Temple U	PA
Gilfoyle, Gerard	Richmond, U of	VA
Grady, Michael	SUNY, Fredon	NY
Haider, Quamrul	Fordham U	NY
Heinz, Dion	Chicago, U of	IL
Higdon, James	ClaremntMcKenna	CA
Holloway, Aleksey	Nebraska, Oma	NE
James, Mary	Reed C	OR
Judd, Dennis	PrairieViewAM	TX
Kamber, Emanuel Y.	W Michigan U	MI
Kawaler, Steven	Iowa S U	IA
Kempa, Krzysztof	Boston C	MA
Koon, Daniel	St Lawrence U	NY
Kordesch, Martin	Ohio U	OH
Kosik, Dan	Butler U	IN
Lacueva, Graciela	John Carroll U	OH
Lejune, Daniel J.	Wofford C	SC
Leung, Alfred	Cal S, LngBch	CA
Lichti, Roger	Texas Tech	TX
Licini, Jerome	Lehigh U	PA
Likens, Dennis	Tuskegee U	AL
Lin, Duo-Liang	SUNY, Buffalo	NY
Lind, David	Florida S U	FL
Lyyra, Marjatta	Temple U	PA
Mackie, William	Linfield C	OR
Magee-Sauer, Karen	Rowan C	NJ
Maleki, Seyffolah	Union C (NY)	NY
Manousakis, E.	Florida S U	FL
Marchetti, Cristine	Syracuse U	NY
Martin, Christopher	Columbia U	NY
Martin, Richard	Illinois S U	IL
McNeil, Roger R.	LSU, BatnRoug	LA
Meisel, Mark	Florida, U of	FL
Merritt, David	Rutgers, NBruns	NJ
Meyer, David	Northwestern U	IL
Moerland, Timothy	Florida S U	FL
Molter, Lynne	Swarthmore C	PA
Murphy, Bianca	Wheaton C (MA)	MA
Naik, Vaman	Michigan, Drbrn	MI
Neill, Powl	Nevada, Reno	NV
Olmstead, Marjorie	Washington, U of	WA
Olson, Randy	Wisensn, StevPt	WI
Orr, Brad	Michigan, AnAr	MI
Partridge, Richard	Brown U	RI
Piilonen, Leo	Virginia Poly	VA
Plummer, Earl Ward	Tennessee, Knox	TN
Pocanic, Dinko	Virginia, U of	VA
Price, Channon	Alaska, Frbnks	AK
Rajeev, Sarada	Rochester, U of	NY
Ram, Michael	SUNY, Buffalo	NY
Raspet, Richard	Mississippi, U of	MS
Ratcliff, Stephen	Middlebury C	VT
Richman, Jeffrey	UC, St Barbara	CA
Ritchie, Jack L.	Texas, Austin	TX
Rompala, John	Wisensn, Stout	WI
Rottman, Craig	N Dakota S	ND
Ruden, Steven	UC, Irvine	CA
Sanders, David B.	Hawaii, U of	HI
Sandner, Wolfgang	Tennessee, Knox	TN
Satija, Indubala	George Mason U	VA
Satpathy, Sashi	Missouri, Clmb	MO
Scalettar, Richard	UC, Davis	CA
Sherwin, Mark	UC, St Barbara	CA
Siminovitch, David	Lethbridge	CAN
Simonetti, John	Virginia Poly	VA
Singer, Kenneth	CaseWstrnRes	OH
Singh, Rajiv R. P.	UC, Davis	CA
Smith, Graeme	UC, St Cruz	CA
Sokoloff, Michael	Cincinnati, U of	OH
Spizuoco, Joseph	Shippensburg	PA
Stark, Glenn	Wellesley C	MA
Stinebring, Dan	Oberlin C	OH
Stroynowski, Ryszard	S Methodist U	TX
Stumpf, Bernard	Idaho, U of	ID
Swordy, Simon	Chicago, U of	IL
Tholen, David J.	Hawaii, U of	HI
Tomanek, David	Michigan S U	MI
Umar, Sait	Vanderbilt U	TN
Vignale, Giovanni	Missouri, Clmb	MO
Wagoner, David	PrairieViewAM	TX
Wah, Yau Wai	Chicago, U of	IL
White, Steven	UC, Irvine	CA
Whiting, Bernard	Florida, U of	FL
Wirth, Frederick	Hampshire [NTG]	MA
Wyse, Rosemary	Johns Hopkins U	MD
Yeh, Wei	Idaho, U of	ID
Yodh, Arjun	Penn, U of	PA
Young, Richard	Portland, U of	OR
Yu, Clare	UC, Irvine	CA
Zhu, Xiangdong	UC, Davis	CA

HIRINGS TO TENURE

Berman, Paul	Michigan, AnAr	MI	New York U
Bhattacharjee, A.	Iowa, U of	IA	Columbia U
Chen, Liu	UC, Irvine	CA	Princeton U
Davies, K. Thomas	Duquesne U	PA	Oak Ridge Lab
Dirino, Mumtaz	E Carolina U	NC	Mississippi, U of
Dowben, Peter	Nebraska, Lncn	NE	Syracuse U
Druffel, Ellen	UC, Irvine	CA	Woods Hole
Fisher, Matthew	UC, St Barbara	CA	IBM Research
Gay, Timothy	Nebraska, Lncn	NE	Missouri, Rolla
Goldsmith, Paul	Cornell U	NY	Millitech Corp
Haegel, Nancy	Fairfield U	CT	UC, LosAngeles
Heller, Eric	Harvard U	MA	Washington, U of
Huth, John	Harvard U	MA	N/A
Karkheck, John	Marquette U	WI	GMI Engneerng
Kinoshita, Kay	Virginia Poly	VA	Harvard U
Krauss, Lawrence	CaseWstrnRes	OH	Yale U
Meyer, Stephan	Chicago, U of	IL	MIT
Serene, Joseph	Georgetown U	DC	Naval Res Lab
Shore, Steven	Indiana, S Bend	IN	CompSci/Goddard
Sudhakaren, Gubbi	Wisensn, LaCro	WI	SUNY, Oswego
Wilkening, Laurel	UC, Irvine	CA	Washington, U of
Zakharov, Valentine	Michigan, AnAr	MI	ITEP,MoscowCIS
Zaslavsky, George	New York U	NY	Acad Science CIS

POLITICAL SCIENCE

TENURINGS

Adebanjo, Jennifer	Fisk U	TN
Allen, Christopher	Georgia, U of	GA
Arend, Anthony C.	Georgetown U	DC
Ball, William	N Michigan U	MI
Benedict, B. David	Houghton C	NY
Bennett, James	Syracuse U	NY
Berger, Susan	Fordham U	NY
Berry, Curtis	Shippensburg	PA
Bessette, Joseph	ClaremntMcKenna	CA
Botman, Selma	Holy Cross, C of	MA
Bowers, Stephen	James Madison	VA
Brodribb, Somer	Victoria, U of	CAN
Brown, Ronald	Wayne S U	MI
Burke, John	Houston, Dntn	TX
Casper, Gretchen	Texas A & M U	TX
Caswell, Bruce	Rowan C	NJ
Chernoff, Fred	Colgate U	NY
Chong, Dennis	Northwestern U	IL
Comninel, George	York U	CAN
Conlan, Timothy	George Mason U	VA
Conway, Paul	SUNY, Oneonta	NY
Cook, Linda	Brown U	RI
Craumer, Peter	Florida Int'l U	FL
Critzer, John	S Connecticut	CT
Crowley, Brian	Dalhousie U	CAN
Diamond, Peter J.	Utah, U of	UT
Dorraj, Manechehr	Texas Christian	TX
Echeverri-Gent, John	Virginia, U of	VA
Edwards, Jeffrey	Roosevelt U	IL
Erickson, Lynda	Simon Fraser	CAN
Fennell, Ronald	Allentown C	PA

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NAME	INSTITUTION	PREV AFFIL
Finbow, Robert	Dalhousie U	CAN
Friedberg, Aaron	Princeton U	NJ
Friman, Richard H.	Marquette U	WI
George, Larry	Cal S, LngBch	CA
George, Robert	Princeton U	NJ
Ghavamshahidi, Z.	Wiscnsn, Whitew	WI
Graber, Mark A.	Texas, Austin	TX
Grosscup, Beau	Cal S, Chico	CA
Harris, Jean Wahl	Scranton, U of	PA
Holbrook, Thomas	Wiscnsn, Milw	WI
Hoovler, David	Notre Dame (MD)	MD
Hunter, Kerry	Idaho, C of	ID
Hybel, Alex	Connecticut C	CT
Jimmeh, Joe B.	Tuskegee U	AL
Julian, Gregory B.	Pace, Pleasntvl	NY
Kelliher, Daniel	Minnsota,TwnC	MN
Kieh, George	Illinois Weslyn	IN
Klunk, Brian	Pacific, U of	CA
Kocis, Robert	Scranton, U of	PA
Legreid, Ann	Cntrl Missouri S	MO
Lehman, Howard P.	Utah, U of	UT
Leighley, Jan	Texas A & M U	TX
Lobur, Connie	SUNY, Purchas	NY
Loriaux, Michael	Northwestern U	IL
Lund, William	Idaho, U of	ID
Macdonald, Douglas	Colgate U	NY
Magder, Ted	York U	CAN
Miller, Cheryl	Maryland, Ctnsvl	MD
Murphy, Sharon	Nazareth C	NY
Ost, David	Hobart/WmSmth	NY
Pearson, Margaret	Dartmouth C	NH
Peddle , Michael	N Illinois U	IL
Perusek, Glenn	Albion C	MI
Peters, John	Tennessee, Knox	TN
Plestina, Dijana	Wooster, C of	OH
Rae, Nicol	Florida Int'l U	FL
Renteln, Alison	S California, U of	CA
Richardson, Max	Concordia, Mrhd	MN
Riposa, Gerry	Cal S, LngBch	CA
Roberts, Susan	Furman U	SC
Rodgers, Pamela	Wiscnsn, LaCro	WI
Roeder, Philip G.	UC, SanDiego	CA
Rohmer, Frank	Austin C	TX
Rosow, Stephen	SUNY, Oswego	NY
Ross, Robert	Boston C	MA
Rubin, Charles	Duquesne U	PA
Rupp, Robert	W Virginia Wslyn	WV
Russell, Greg	Cal S, Chico	CA
Sanders, Arthur	Drake U	IA
Sarsar, Saliba	Monmouth C	NJ
Scavo, Carmine	E Carolina U	NC
Schmickle, William	Guilford C	NC
Schneider, Saundra	S Carolina, Clm	SC
Schramm, Peter	Ashland C	OH
Scully, Rev. Timothy	Notre Dame, U of	IN
Simpson, Peter	CUNY, StatIsl	NY
Steinmo, Sven	Colorado, Bldr	CO
Stephen, Elizabeth	Georgetown U	DC
Stephenson, Carolyn	Hawaii, U of	HI
Stratmon, David	Rust C	MS
Stuckey, Mary	Mississippi, U of	MS
Thurston, Richard	St Peter's C	NJ
Valadez, John	Wiscnsn, Whitew	WI
Vanderleeuw, James	Lamar U	TX
Viroli, Mourizio	Princeton U	NJ
Vogel, Ronald	Louisville, U of	KY
Warshaw, Shirley	Gettysburg C	PA
Waterman, Richard	New Mexico, U of	NM
Weingast, Barry	Stanford U	CA
Weiss, Penny	Purdue U	IN
White, Tyrene	Swarthmore C	PA
Wilds, Leah	Nevada, Reno	NV
Williams, Philip	Florida, U of	FL
Woo-Cumings, M.	Northwestern U	IL
Wurth, Albert	Lehigh U	PA
Zerilli, Linda	Rutgers, NBruns	NJ
Zhao, John	Old Dominion U	VA

HIRINGS TO TENURE

Bates, Robert	Harvard U	MA	Duke U
Benhabib, Seyla	Harvard U	MA	New School
Bensel, Richard	Cornell U	NY	New School
Coleman, Kenneth	New Mexico, U of	NM	NCarolina, ChpH
Conradt, David	E Carolina U	NC	Florida, U of
Hanks, Lawrence J.	Indiana, Blmngtn	IN	Tuskegee U
Hardin, Russell	New York U	NY	Chicago, U of
Ikenberry, John	Penn, U of	PA	Princeton U
Ilchman, Warren	IndianaPurdu,Ind	IN	Pratt Institute
McBride, Stephen	Simon Fraser	CAN	Lakehead CAN
Mickiewicz, Ellen	Duke U	NC	Emory U
Morton, Rebecca	Iowa, U of	IA	Texas A & M U
Norton, Ann	Penn, U of	PA	Texas, U of
Norton, Augustus R.	Boston U	MA	US Military Acad
Oppenheimer, Bruce	Vanderbilt U	TN	Houston, U of
Pempel, T. J.	Wiscnsn, Madsn	WI	Cornell U
Ransom, Bruce W.	Clemson U	SC	Virginia, U of
Serfaty, Simon	Old Dominion U	VA	Johns Hopkins U
Vasquez, John	Vanderbilt U	TN	Rutgers U

PSYCHOLOGY

TENURINGS

Adams, Jann	Idaho, C of	ID	
Alford, Brad	Scranton, U of	PA	
Alicke, Mark	Ohio U	OH	
Allison, Scott	Richmond, U of	VA	
Anderson, Louis P.	Georgia S U	GA	
Asbury, Jo-Ellen	Bethany C	WV	
Axsom, Danny	Virginia Poly	VA	
Azmitia, Margarita	UC, St Cruz	CA	
Beach, Steven	Georgia, U of	GA	
Bellush, Linda	Ohio U	OH	
Benson, Janette	Denver, U of	CO	
Berenbaum, Howard	Illinois, Urbana	IL	
Bernieri, Frank	Oregon S U	OR	
Berrio, Margaret	Cal Polytech	CA	
Blose, Charles	MacMurray C	IL	
Boltz, Marilyn	Haverford C	PA	
Bornstein, Robert	Gettysburg C	PA	
Branscombe, Nyla	Kansas, U of	KS	
Brulle, Andrew	N Illinois U	IL	
Bush, Mary Ann	Nazareth C	NY	
Callahan, Maureen	UC, St Cruz	CA	
Carey, Michael	Syracuse U	NY	
Cassidy, Jude	Penn S U	PA	
Cellar, Douglas	DePaul U	IL	
Chatlosh, Diane	Cal S, Chico	CA	
Chrisler, Joan	Connecticut C	CT	
Clark, Leslie	Purdue U	IN	
Colwill, Ruth	Brown U	RI	
Connine, Cynthia	SUNY, Bngmtn	NY	
Crawford, Isiaah	LoyolaU,Chcago	IL	
Cummings, Corenna	N Illinois U	IL	
Cunningham, Paul	Rivier C	NH	
Delongis, Anita	Brit Columbia	CAN	
Deyo, Richard	Winona S U	MN	
Donald, Kathleen	Mars Hill C	NC	
Dunn, Dana	Moravian C	PA	
Echterling, Lennis	James Madison	VA	
Ellington, Jane	Austin C	TX	
Elliot , Timothy R.	Virginia Cmnwlth	VA	
Fernald, Anne	Stanford U	CA	
Flanagan, Constance	Michigan, Drbrn	MI	
Fleming, Raymond	Wiscnsn, Milw	WI	
Flett, Gordon	York U	CAN	
Gangestad, Steven	New Mexico, U of	NM	
Geary, David	Missouri, Clmb	MO	
George, Carol	Mills C	CA	
Ghee, Kenneth	Cincinnati, U of	OH	
Gillan, Douglas	Idaho, U of	ID	
Glick ['94], Betty Z.	Williams C	MA	
Gonzales, Marti H.	Minnsota,TwnC	MN	
Grace, Cynthia	CUNY, City C	NY	
Hall, Cathy	E Carolina U	NC	
Halpert, Jane	DePaul U	IL	
Hamilton, James C.	Mississippi S	MS	
Hauenstein, Neil	Virginia Poly	VA	
Hecker, Jeffrey	Maine, U of	ME	
Heinrichs, Walter	York U	CAN	
Herringer, Laurence	Cal S, Chico	CA	
Hoffman, Heather	Knox C	IL	
Holcomb, Phillip	Tufts U	MA	
Holm, Jeffrey	N Dakota, U of	ND	
Horner, John	Colorado C	CO	
Huff, Charles	St Olaf C	MN	
Ivry, Richard	UC, Berkeley	CA	
Jacobs, Francine	Tufts U	MA	
Johnson, Mark	CarnegieMellon	PA	
Jouriles, Ernest	Houston, U of	TX	
Jussim, Lee	Rutgers, NBruns	NJ	
Kalsher, Michael	R P I	NY	
Kawamoto, Alan	UC, St Cruz	CA	
Kelley, Colleen M.	Macalester C	MN	
King, Laura	Cal Polytech	CA	
Klein, Stanley	UC, St Barbara	CA	
Kochanska, Grazyna	Iowa, U of	IA	
Kramer, Patricia	Holy Cross, C of	MA	
Krejci, Mark	Concordia, Mrhd	MN	
Leyton, Michael	Rutgers, NBruns	NJ	
Luce, Paul	SUNY, Buffalo	NY	
Lyons, Charles	E Oregon S C	OR	
Lysle, Donald	N Carolina, ChpH	NC	
Macrae, Karen	S Carolina, Spar	SC	
Manning, Tracey	Notre Dame (MD)	MD	
Martens, Brian	Syracuse U	NY	
Masoud-Maghaddam, F.	Georgetown U	DC	
McDonald, Janet	LSU, BatnRoug	LA	
Mehiel, Ronald	Shippensburg	PA	
Miller, Suzanne	Temple U	PA	
Moore, Charles	Wiscnsn, LaCro	WI	
Moye, Thomas	Coe C	IA	
Myer, Rick	N Illinois U	IL	
Nolen-Hoeksema, S.	Stanford U	CA	
Nye, Judith	Monmouth C	NJ	
O'Donnell, Patrice	Rivier C	nh	
O'Leary, Virginia	Indiana S U	IN	
Ogloff, James	Simon Fraser	CAN	
Olsen, Sheryl	Michigan, AnAr	MI	
Ottens, Allen	N Illinois U	IL	
Ouimet, Charles	Florida S U	FL	
Oyster, Carol	Wiscnsn, LaCro	WI	
Papaini, Dennis	W Illinois U	IL	
Pennington, Nancy	Colorado, Bldr	CO	
Peters, Susan	Michigan S U	MI	
Peterson, Nadene	Our Lady Lake	TX	
Peterson, Sarah	N Illinois U	IL	
Rankin, Catharine	Brit Columbia	CAN	
Rapport, Mark D.	Hawaii, U of	HI	
Rasnake, Kaye	Denison U	OH	
Reinehr, Robert	Southwestern U	tx	
Reischl, Thomas M.	Michigan S U	MI	
Reuman, David	Trinity C (CT)	CT	
Rokke, Paul	N Dakota S	ND	
Romney, Patricia	Hampshire [NTG]	MA	
Ryujin, Donald	Cal Polytech	CA	
Sanbonmatsu, David	Utah, U of	UT	
Sanchez, Arthur	Cal S, Chico	CA	
Sanes, Dan	New York U	NY	
Sengelaub, Dale R.	Indiana, Blmngtn	IN	
Sexton-Radek, K.	Elmhurst C	IL	
Shearon, Tim	Idaho, C of	ID	
Shyan, Melissa	Butler U	IN	
Simms, Eva-Maria	Duquesne U	PA	
Sipiora, Michael	Duquesne U	PA	
Smith, Eugene	Loras C	IA	
Smook, Gillian	Francis Marion U	SC	
Sprock, June	Indiana S U	IN	
Stanhope, Linda	Union C (NY)	NY	
Stein, Stephanie	Cntrl Washngtn	WA	
Steinmetz, Joseph E.	Indiana, Blmngtn	IN	
Stevenson-Busemeyer, M.	Purdue U	IN	
Stone, Gregory	Arizona S U	AZ	
Sullivan, Sara	Wiscnsn, LaCro	WI	
Tatum, Beverley	Mt Holyoke C	MA	
Taylor, Ronald	Temple U	PA	
Tice, Dianne	CaseWstrnRes	OH	
Timmons, Robin	Drew U	NJ	
Vaughn, Elaine	UC, Irvine	CA	
Wade, T. Joel	Bucknell U	PA	
Waite, Bradley	Cntrl Connecticut	CT	
Wanchisen, Barbara	Baldwin-Wallace	OH	

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TENURINGS AND HIRINGS TO TENURE, BY DISCIPLINE

NAME	INSTITUTION	PREV AFFIL
Ward, Shawn	Le Moyne C NY	
Whitten, Lisa	SUNY, Westbry NY	
Wilkerson, Margaret	Arkansas Tech AR	
Yoshino, Jun	Colgate U NY	
Younger-Rossmann, B.	Purdue U IN	
	HIRINGS TO TENURE	
Allen, LaRue	Wayne S U MI	Michigan S U
Beal, Carol	Mass, Amherst MA	Dartmouth C
Beck, J. Gayle	SUNY, Buffalo NY	Houston, U of
Bradshaw, Gary	Illinois, Urbana IL	Colorado, Bldr
Brooke, Roger	Duquesne U PA	Rhodes U UK
Carramazza, Alfonso	Dartmouth C NH	Johns Hopkins U
Clark, Lee Anna	Iowa, U of IA	S Methodist U
Epstein, Leonard	SUNY, Buffalo NY	Ohio U
Gallant, Sheryle	Kansas, U of KS	Connecticut, Uof
Granrose, Cheryln	Claremont Grad CA	Temple U
Harleston, Bernard	Mass, Boston MA	CUNY, City C
Kahreman, Daniel	Princeton U NJ	UC, Berkeley
Klatzky, Roberta	CarnegieMellon PA	UC, Snta Barbara
Koger, Susan	Willamette U OR	New Hampshire
Leslie, Alan	Rutgers, NBruns NJ	London, U of UK
McKeown, Michael	Alaska, Anchrg AK	Alaska, Anchrg
Niedenthal, Paula M.	Indiana, Blmngtn IN	Johns Hopkins U
Pylyshyn, Zenon	Rutgers, NBruns NJ	Rutgers U
Rips, Lance	Northwestern U IL	Chicago, U of
Schmajuk, Mestor A.	Duke U NC	Northwestern U
Schnur, Paul	Indiana, S Bend IN	S Colorado, U of
Singer, David	Hartford, U of CT	Antioch U
Thayer, Julian	Missouri, Clmb MO	Penn S U
Treisman, Anne	Princeton U NJ	UC, Berkeley
Watson, David	Iowa, U of IA	S Methodist U
Webster, Christopher	Simon Fraser CAN	Toronto CAN

RELIGION

	TENURINGS	
Armstrong, Regis	St Bonaventure NY	
Braude, Ann	Carleton C MN	
Brooks, Douglas	Rochester, U of NY	
Brown , Alexandra	Washington&Lee VA	
Cahill, Michael	Duquesne U PA	
Carr, Karen	Lawrence U WI	
Cavadini, John	Notre Dame, U of IN	
Cogley, Richard	S Methodist U TX	
Donnelly, Doris	John Carroll U OH	
Dorrien, Gary	Kalamazoo C MI	
Greenspahn, F.	Denver, U of CO	
Hammond, David	Wheeling Jesuit WV	
Hauck, Robert	Converse C SC	
Haughey, S.J., John	LoyolaU,Chcago IL	
Heine, Steven	Penn S U PA	
Hinsdale, Mary Ann	Holy Cross, C of MA	
Holdrege, Barbara	UC, St Barbara CA	
Jackson, William	IndianaPurdu,Ind IN	
Jones, F. Stanley	Cal S, LngBch CA	
Jordan, Kay	Radford U VA	
Kammer, Charles	Wooster, C of OH	
Keenan, John	Middlebury C VT	
Kepnes, Steven	Colgate U NY	
Killen, Patricia	PacificLutheran WA	
Mabry, Ed	Augustana C (IL) IL	
Macdonald, Mary	Le Moyne C NY	
Massa, S.J., Mark	Fordham U NY	
Mathews, Susan	Scranton, U of PA	
McNutt, Paula M.	Canisius C NY	
Miller, Richard B.	Indiana, Blmngtn IN	
Miller, Timothy	Salem C NC	
Mirecki, Paul Allan	Salem C NC	
Myers, Charles	Gettysburg C PA	
Nagatomo, Shigenori	Temple U PA	
Newman, Andrew	Nebraska, Oma NE	
O'Hare, Padraic	Merrimack C MA	
Orsi, Robert A.	Indiana, Blmngtn IN	
Petersen, William	Penn S U PA	
Resnick, Irven	Tennessee, Chat TN	
Schine, Robert	Middlebury C VT	
Smith, Theophus	Emory U GA	
Sonderegger, K.	Middlebury C VT	
Steinberg, Naomi	DePaul U IL	
Tadsen, Rose	Ursuline C OH	
van Leeuwen, R.	Calvin C MI	
Waghorn, Joanne	N Carolina, ChpH NC	
Woodward, Mark	Arizona S U AZ	
	HIRINGS TO TENURE	
Avery-Peck, Alan	Holy Cross, C of MA	Tulane U
Brooten, Bernadette	Brandeis U MA	Harvard U
D'Angelo, Mary Rose	Notre Dame, U of IN	Villanova U
Esposito, John L.	Georgetown U DC	Holy Cross, C of
Frieden, Kenneth	Syracuse U NY	Emory U
Green, Arthur	Brandeis U MA	RecnstrctnRabbn
Himes, E. Michael	Boston C MA	Notre Dame, Uof

RUSSIAN/SLAVIC LANG & LIT

	TENURINGS	
Allen ['94], Elizabeth	Bryn Mawr C PA	
Bennett, Virginia	Hawaii, U of HI	
Eckert, Eva	Connecticut C CT	
Elnitsky, Svetlana	St Michael's C VT	
Farber, Vreneli	Oregon S U OR	
Grottel, Albert	St Cloud S U MN	
Jands, Laura	N Carolina, ChpH NC	
Lenhoff, Gail	UC, LosAngeles CA	
Miller, Frank	Columbia U NY	
Mills, Margaret	Iowa, U of IA	
Morris, Marcia A.	Georgetown U DC	
Scotto, Peter	Mt Holyoke C MA	
Shapiro, Gavriel	Cornell U NY	
Sokol, Elena	Wooster, C of OH	
Venclova, Tomas A.	Yale U CT	
	HIRINGS TO TENURE	
Friedman, Victor	Chicago, U of IL	N Carolina, U of
Salys, Rimgaila	Colorado, Bldr CO	SUNY, Bnghmtn

SOCIOLOGY

	TENURINGS	
Adams, Anthony	E Michigan U MI	
Adler, Patricia	Colorado, Bldr CO	
Albonetti, Celesta	Texas A & M U TX	
Anderson, Leon	Ohio U OH	
Aronoff, Marilyn	Michigan S U MI	
Austin, Mark	Louisville, U of KY	
Bailey, C. Leon	Roosevelt U IL	
Bailey, Carol	Virginia Poly VA	
Bannerji, Himani	York U CAN	
Bhavnani, Kum-Kum	UC, St Barbara CA	
Biernacki, Richard	UC, SanDiego CA	
Bobo, Lawrence	UC, LosAngeles CA	
Bogdan, Janert	Le Moyne C NY	
Bollens, Scott	UC, Irvine CA	
Boritch, Helen	Alberta, U of CAN	
Boyd, Jerry	Indiana S U IN	
Bradshaw, York W.	Indiana, Blmngtn IN	
Calasanti, Toni	Virginia Poly VA	
Campbell, Carole	Cal S, LngBch CA	
Carley, Kathleen	CarnegieMellon PA	
Carlton-Ford, Steven	Cincinnati, U of OH	
Charney, Mark J.	Clemson U SC	
Chew, Kenneth	UC, Irvine CA	
Clarke, Lee	Rutgers, NBruns NJ	
Cochran, John	Oklahoma, U of OK	
Cordray, Sheila	Oregon S U OR	
Cornell, Laurel L.	Indiana, Blmngtn IN	
Currie, Dawn	Brit Columbia CAN	
Diduk, Susan	Denison U OH	
Faust, Katherine	S Carolina, Clm SC	
Feucht, Thomas	Cleveland S U OH	
Fischer, Nancy	Anderson U IN	
Fisher, Bradley	SW Missouri S MO	
Fregoso, Rosa Linda	UC, Davis CA	
Friedenfels, Roxanne	Drew U NJ	
Gallegos, Joseph	Portland, U of OR	
Gardner, Carol	IndianaPurdu,Ind IN	
Gashaw, Solomon	Minnsota, Mors MN	
Gedicks, Albert	Wiscnsn, LaCro WI	
Gibson, J. William	Cal S, LngBch CA	
Gill, Duane	Mississippi S MS	
Gonzales, Phillip	New Mexico, U of NM	
Gottfried, Heidi	Purdue U IN	
Green, Donald	Wiscnsn, Milw WI	
Gronfein, William	IndianaPurdu,Ind IN	
Gross, Carol	Appalachian S NC	
Gross, Edith	Beaver C PA	
Guhman, Betty	Arkansas, Ftvl AR	
Hachen, David	Notre Dame, U of IN	
Henry, Paget	Brown U RI	
Hurlbert, Jeanne S.	LSU, BatnRoug LA	
Ishii-Kuntz, Masako	UC, Riverside CA	
Itzkowitz, Gary	Wiscnsn, StevPt WI	
Kereher, Kyle	CaseWstrnRes OH	
Kiecolt, Jill	Arizona S U AZ	
Kim, Eun Mee	S California, U of CA	
Kwon, Yoon Hee	N Illinois U IL	
Lamont, Michele	Princeton U NJ	
Landale, Nancy	Penn S U PA	
Lareau, Annette	Temple U PA	
Lawrence, Charles	Seattle U WA	
Lee, Sharon	Richmond, U of VA	
Lord, George	Michigan, Flint MI	
Loseke, Donileen	Skidmore C NY	
Lurigio, Arthur	LoyolaU,Chcago IL	
Maroulis, Nick	Illinois S U IL	
Marsigilio, William	Florida, U of FL	
Marullo, Samuel	Georgetown U DC	
Mederer, Helen	RhodeIsland,Uof RI	
Messner, Michael	S California, U of CA	
Muñoz, Robert	Gardner-Webb C NC	
Pease, Susan	Cntrl Connecticut CT	
Pinch, Trevor	Cornell U NY	
Prechel, Harland	Texas A & M U TX	
Quimby, Ernest	Howard U DC	
Redburn, David	Furman U SC	
Rushing, Elizabeth	Kent S U OH	
Sanderson, Robert	Arkansas, LtlRk AR	
Schwalbe, Michael	N Carolina S U NC	
Segerstrale, Ullica	Illinois Tech IL	
Segura, Denisa	UC, St Barbara CA	
Smith, John P.	Clemson U SC	
Spencer, J. William	Purdue U IN	
Staggenborg, S.	Indiana, Blmngtn IN	
Staples, Cufford	N Dakota, U of ND	
Stitt, Grant	Nevada, Reno NV	
Stohs, Joanne	Wiscnsn, GrnB WI	
Suitor, J. Jill	LSU, BatnRoug LA	
Takagi, Dana	UC, St Cruz CA	
Taub, Diane	S Illinois, Crbndl IL	
Tenenbaum, Shelley	Clark U MA	
Thompson, Kevin	N Dakota S ND	
Tieman, Cheryl	Radford U VA	
Turner, Evelyn	Bowie S U MD	
Umoren, Josephine	N Illinois U IL	
Vais, Naintara	SUNY, Westbry NY	
Voss, Kim	UC, Berkeley CA	
Waters, Mary	Harvard U MA	
White, Clovis	Oberlin C OH	
Wiegand, Bruce	Wiscnsn, Whitew WI	
Will, Donald	Chapman U CA	
Wolf, Diane	UC, Davis CA	
Worden, Steven	Arkansas, Ftvl AR	
Wray, Stephen	Averett C VA	
	HIRINGS TO TENURE	
Deimling, Gary	CaseWstrnRes OH	Benj Rose Inst
Dwyer, Jeffrey	Wayne S U MI	Florida, U of
Ericson, Richard	Brit Columbia CAN	Toronto CAN
Fields, Karen	Northwestern U IL	Rochester, U of
Giddens, Anthony	UC, St Barbara CA	Cambridge U UK
Granovetter, Mark	Northwestern U IL	SUNY, Stny Br
Juergensmeyer, Mark	UC, St Barbara CA	Hawaii, U of
Kiecolt, Jill	Virginia Poly VA	Arizona S U
Luker, Kristin	Princeton U NJ	UC, Berkeley
Matsueda, Ross	Iowa, U of IA	Wiscnsn, Madsn
Pampel, Fred	Iowa, U of IA	Colorado, Bldr

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JOBTRACKS 1993-94

TENURINGS AND HIRINGS TO TENURE, BY DISCIPLINE

NAME	INSTITUTION		PREV AFFIL
Schollaert, Paul	Illinois S U	IL	Old Dominion U
Ward, David A.	Clemson U	SC	Washington S U
Williams, Richard	Rutgers, NBruns	NJ	Rutgers U
Wolfe, Alan	Boston U	MA	New School
Zaki, Hoda	Hood C	MD	Hampton U

SPANISH/PORTUGUESE LANG & LIT

TENURINGS

Altuna, Cecilia	Cntrl Missouri S	MO	
Anderson, Blanca	LoyolaU, NOrl	LA	
Ardemagni, Enrica	IndianaPurdu,Ind	IN	
Barnes-Karol, G.	St Olaf C	MN	
Beltran-Vocal, Maria	DePaul U	IL	
Bernucci, Leopoldo	Colorado, Bldr	CO	
Birmingham-Pokorny, E.	S Arkansas U	AR	
Burrus, Victoria	Vanderbilt U	TN	
Burton, Grace	Skidmore C	NY	
Bynum, Brant	Converse C	SC	
Calderon, Gustavo	SanFrancisco S	CA	
Campos, Javier	Fairfield U	CT	
Cappuccio, Brenda	Florida S U	FL	
Castro de Moux, M.	US Naval Acad	MD	
Collins, Marsha	N Carolina, ChpH	NC	
Corfis, Ivy	Penn S U	PA	
Davis, Nina Cox	Washington U	MO	
DeWeese, Pamela	Sweet Briar C	VA	
Espina, Eduardo	Texas A & M U	TX	
Finneman, Michael	Augustana C (IL)	IL	
Ganelin, Charles	Purdue U	IN	
Garcia, Susan	Denison U	OH	
Garcia-Devesa, C.	Fairfield U	CT	
Grieve, Patricia	Columbia U	NY	
Harney, Michael P.	Texas, Austin	TX	
Hernandez, Juan	Cal S, LngBch	CA	
Higuero, Francisco	Wayne S U	MI	
Hualde, Jose	Illinois, Urbana	IL	
Jordan, Jack	Mississippi S	MS	
Jorgenson, Beth	Rochester, U of	NY	
La Valva, Rosamaria	SUNY, Bngmtn	NY	
Latorre, Guillermo	S Indiana, U of	IN	
Lezcano, Margarita	Eckerd C	FL	
Liebana, Juan	Hobart/WmSmth	NY	
Mandrell, James	Brandeis U	MA	
Mather, M. Clare	St Olaf C	MN	
Mazon, Margaret	St Bonaventure	NY	
McAlpine, David	Arkansas, LtlRk	AR	
Mitchell, Timothy	Texas A & M U	TX	
Moniz, Naomi H.	Georgetown U	DC	
Montenegro, Patricia	Oakland U	MI	
Moreno, Stella	Cntrl Washngtn	WA	
Myers, Kathleen	Indiana, Blmngtn	IN	
Naharro-Calderon, J.	Maryland, CollPk	MD	
Newman, Kathleen	Iowa, U of	IA	
Nickel, Catherine A.	Nebraska, Lncn	NE	
Paravisini-Gebert, L.	Vassar C	NY	
Perez, J. Bernardo	Rice U	TX	
Poust, Alice	Bucknell U	PA	
Rabasa, Jose	Maryland, CollPk	MD	
Rapin, Ronald	Oakland U	MI	
Ray, Elena	N Illinois U	IL	
Rector, Monica	N Carolina, ChpH	NC	
Reisz de Rivarola, S.	CUNY, Lehman	NY	
Rini, Joel	Virginia, U of	VA	
Rodriguez, Jesus	Albright C	PA	
Ruiz, Rogelio	P Rico, Humacao	PR	
Salstad, M. Louise	N Carolina S U	NC	
Schinasi, Michael	E Carolina U	NC	
Scholz, Laszlo	Oberlin C	OH	
Sklodowska, Elzbieta	Washington U	MO	
Solomon, Michael	Emory U	GA	
Stanton, Margaret	Sweet Briar C	VA	
Stone, Gregory	Sul Ross S U	TX	
Torrejon, Alfredo	Auburn U	AL	
Trigo, Abril	Ohio S U	OH	
Uber, Diane	Wooster, C of	OH	
Valente, Luiz	Brown U	RI	
Vaquero, Mercedes	Brown U	RI	
Willem, Linda	Butler U	IN	
Wright, Chad	Catholic U Amer	DC	
Yager, Kent	Gettysburg C	PA	

HIRINGS TO TENURE

Gardiol, Rita	S Carolina, Clm	SC	Ball S U
Harrison, Regina	Maryland, CollPk	MD	Bates C
Jackson, K. David	Yale U	CT	Texas, Austin
Kassier, Theodore	Alaska, Anchrg	AK	Texas, SanAnton
Potvin, Claudine	Alberta, U of	CAN	Okanagan CAN
Read, Malcolm	SUNY, StnyBr	NY	Auckland NZL
Rodriguez-Luis, Juli	Wisconsn, Milw	WI	SUNY, Bnghmtn
Shumway, Nicolas	Texas, Austin	TX	Yale U

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RECRUITMENT — Faculty Position

RECRUITMENT — Faculty Position

RECRUITMENT — Professional Association

RECRUITMENT — Professional Association

UNIVERSITY OF MICHIGAN, PROGRAM IN FILM AND VIDEO STUDIES, ANN ARBOR, MI.

Tenured appointment, Professor and Director of Film/Video Program, with joint appointment in whatever department is most appropriate. Interest in gender studies welcomed but not required; record of substantial publication is a requisite. Starting date for position is 9/1/94. Letter and c.v. by March 1, 1994 to Robert Weisbuch, Chair of Search Committee, Department of English Language and Literature, University of Michigan, 7602 Haven Hall, Ann Arbor, MI 48109-1045. All applications will be acknowledged. The University of Michigan is committed to a policy of nondiscrimination and equal opportunity for all persons regardless of race, sex, color, religion, creed, national origin or ancestry, age, marital status, sexual orientation, disability, or Vietnam-era veteran status.

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GENERAL SECRETARY

The American Association of University Professors seeks applications and nominations for its chief administrative officer, the General Secretary, the position to be filled as of July 1, 1994. The General Secretary manages staff and budget, and plays a leading role in the development and implementation of Association programs and statements under policies established by the elected leadership.

The person we seek must be committed to AAUP principles, have faculty experience, and have demonstrated administrative skills. The General Secretary is called upon to write and speak effectively on AAUP policies and positions. Forums for those activities include the higher education community, legislative bodies, and the larger public.

Selection of candidates for interviews will commence in early February 1994, in anticipation of a decision to be reached in early March. Inquiries, nominations and applications should be directed to Professor Kerry E. Grant, AAUP, 1012 Fourteenth Street, N.W., Suite 500, Washington, D.C. 20005.

Applications from minority group members and women are particularly encouraged.

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Faculty Position

NOVELIST POSITION AT UNIV. OF MICHIGAN

Novelist position at the rank of Assistant Professor or higher, tenured rank in the case of extraordinary candidates. Substantial publications required in any case. Starting date for position is 9/1/94. Send letter of application and c.v. by March 1, 1994 to Robert Weisbuch, Chair, Department of English Language and Literature, University of Michigan, 7602 Haven Hall, Ann Arbor, MI 48109-1045. All applications will be acknowledged.

The University of Michigan is committed to a policy of nondiscrimination and equal opportunity for all persons regardless of race, sex, color, religion, creed, national origin or ancestry, age, marital status, sexual orientation, disability, or Vietnam-era veteran status.

RECRUITMENT

Fellowship Position

Rockefeller Foundation Fellowships
Chicago Humanities Institute

PUBLIC SPHERES AND THE GLOBALIZATION OF MEDIA

1994-95
Mass Media and the Politics of the Public Sphere

Applications are sought from scholars, critics, and cultural producers (with appropriate professional training) involved in the theory and practice of mass media in regional contexts--Africa, Asia, Latin America, Europe, or North America, though projects involving other regions will also be considered. The Institute anticipates residential awards for a University Fellowship (9 months) and three Institute Fellowships (3 - 4 months). The application deadline is February 25, 1994. Write to: Chicago Humanities Institute, University of Chicago, 1100 East 57th Street Chicago, IL 60637 U.S.A.

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CONFERENCE CALL

Calls For Papers

INTERNATIONAL CONFERENCE ON
VIOLENCE
IN THE MEDIA
Prospects for Change

Call for Papers, Panels and Presentations

The International Conference on Violence in the Media will explore and identify the relationship between the media and violence in society. It will bring together media professionals, government officials and academics from around the world, in many disciplines, such as psychology, sociology, criminal justice, communications, journalism, health care, etc.

To participate, submit a 250-word proposal or abstract for a paper, panel or presentation, accompanied by a one-page vitae, by March 1, 1994.

Special consideration will be given to those efforts that are concerned with issues such as offering alternatives to violence in the media, the First Amendment dialectics that are involved, or constructive ways to deal with the "identification hypothesis" of how young people identify with glamorized aggressive personalities, how they imitate aggressive behavior expressed in the media, and how it desensitizes them to the consequences of violence.

The proceedings of the Conference will be published. For further information and a list of suggested themes, contact the Conference Chairman:

October 3 - 4, 1994
Hilton Hotel
New York City

Dr. Frank Brady
St. John's University
118 Marillac Hall
8000 Utopia Parkway
Jamaica, N.Y. 11439
Tel: 718-990-6052
Fax: 718-990-1836

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1994 BUFFALO SYMPOSIUM IN LITERATURE AND PSYCHOANALYSIS

Impulses of the Perverse

Potential topics include psychoanalytic theories of perversion; aspects of literature, art, and film; taxonomies of normality and abnormality; "queer theory"; uses of the diagnostic category as critique of culture or mode of control.

For more information or to submit abstracts or papers (by March 1), contact Claire Kahane or David Willbern, Center for the Study of Psychoanalysis and Culture, 409 Clemens, SUNY Buffalo, NY 14260; *phone* 716-645-2562 / *fax* 716-645-2807 / *email* prodpw@ubvms.cc.buffalo.edu

CONFERENCE CALL

Calls For Papers

LILLIAN SMITH CONFERENCE. On October 7-9, 1994. Georgetown University Women's Studies Program will be sponsoring a three day conference on the work and legacy of Lillian Smith. The Conference will mark the 50th anniversary of the publication of Smith's most famous novel, *Strange Fruit*. Papers are being considered for, but are not limited to, the following topics: Myth and Metaphor, the literary landscape of the South; Race and Racism, the movement toward equality in the segregated South; Gender and Sexuality, breaking the construct of the "Southern Woman." Submit papers by March 1, 1994 to: Lillian Smith Conference, c/o Leona Fisher, English Department, 306 New North, Georgetown University, Washington, DC 20057-1048.

INTERNATIONAL CONFERENCE on "The Politics and Poetics of the Body: Pacific Rim Triangulations," April 20-May 1, 1994. Send abstracts, panel suggestions and requests for registration information to English Department, University of California, Santa Barbara, CA 93106.

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SABBATICAL Fall '94? Rent 4 BR 2 Bath furnished/equipped stone village house between mountains and sea Southern France. Provençal decor/charm/5000 books/4 desks. $3,200 plus utilities entire period. Leiman, La Place, St. Cezaire de Gauzignan, 30360 France. 33-66-83-27-88.

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EXTRACURRICULAR

Personals

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DATE SOMEONE IN YOUR LEAGUE. Graduates and faculty of the Ivies, 7 Sisters, MIT, Stanford, Cal. Tech, Univ. of Chicago, Northwestern, Duke, Rice, Amherst, and Williams, meet fellow alumni and academics. THE RIGHT STUFF 800-988-5288.

INTERESTS range from C.S. Lewis to college football? Attractive, kind 37 y/o female, Johns Hopkins Ph.D. in Philly area, seeks intelligent man who loves to laugh, likes films, bookstores, music, NPR and actually likes to talk about politics and religion. *Lf* box 205.

HONEY, IS THAT YOU?" Concupiscent healthy former Ph.D. "shrink" turned investor (50s, 5'8", 165) seeks HWP female (18–103). Desire a relationship with a blend of emotional nurturism, nudism, and swinging. Would like to hear you say, "Honey, I'm home." N. J. Lane, P.O. Box 42211, Tacoma, WA 98442.

UTOPIAN Pessimist in Hawaii--Monteverdi to X--Soseki to Seebok--Keaton to Wenders--Margaux to Milkshakes--Chanel to Goodwill--Descent fellow (28) seeks amiable lass. *Lf* box 206.

EXTRACURRICULAR

Personals

INTERESTS: blues, limerence, irony. Neurotic defense mechanism of choice, intellectualizing. Romantic F, 32, East Coast transplant in Southern California, seeks smart, funny, tallish M. *Lf* box 208.

PHILADELPHIA professor, SJF, 35, pretty, warm, strong and alternately analytic and imaginative, seeks relationship with similarly bright man who wants love, family, laughter and spice. *Lf* box 209.

SINGLE, mature, professional woman seeking companionable men/women 65+ — educated, professional for life's simple pleasures: walking, museums, music — but, most of all, good conversation. *Lf* box 207.

BOSTON - 51, JM, 2 ch p/t interested in the antic, the ironic and *The New Yorker* seeks woman (39+) similarly inclined. Reply to *Lf* box 211.

MATURE WOMAN art/literary critic/writer/professor seeks male companion for European spring or summer (cozy) travel. Lf box 214.

MARRIED MALE seeks sensuous telephone adventures with married female. No in-person contact, no photos. Write for my number or send yours. *Lf* box 212.

WHERE are all the brainy women? Painfully shy AI researcher, author of Mind.rexx for Project Mentifex, wants to meet you at Honey Bear café in Seattle. *Lf* box 213.

BOSTON, SWF, cultural/social historian, 40s, 5'9", slender, attractive, warm, outgoing. Enjoy hiking, camping, animals, classical music, travel, cafés. Seeks friendship/commitment. P.O. Box 380752, Cambridge, MA 02238.

NATIVE CHICAGOAN seeks to expand circle of friends for return to the City: share writings, mutual support, Art Institute, architecture, Cubs, Symphony, Wright, etcetera. *Lf* box 210.

6'2", venerably handsome, long divorced, critical classical music loving Europhile and essayist. Seeks involved companionship with a felicitously witty and verbal, literary woman of mind. *Lf* box 215.

CALVIN T. ...all perfume ye, and his heart was going like mad and yes I said yes I will yes. Love, Liz

EXTRACURRICULAR

Personals

GUILIEMUS Mariam amantem amat amabitque.

MICHAEL S. - ILOVEYOU - RINA P.

MY DEAR SUSAN --As the song goes, you're an education in yourself. So glad I'm doing a post-doc on you. Forever. Love, Kent

KELLI: Moving through the dangers and scorn of a cold world, but doing it hand-hand. We'll always have each other. I love you, David.

SWM, 29 historian, many interests, ready for anything, new to Cambridge, Mass. Seeks companionship with a diminutive, very intelligent SF in her 20's. *Lf* box 216.

VIBRANT, VIVACIOUS WIDOW 47, prominent arts professional, witty, well-read swimmer seeks kindred spirit for shared life of the mind and other parts. *Lf* box 217.

DEAR BHB,
In '93
I gave to thee
A swimsuit wee,
A fourfold V.
Could I once see
That suit on thee
(Beyond that free
Of jeans or T),
Oh, that would be
So sweet to me?
-Thy HHBU

TO RESPOND TO AN *LF*

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Letters

Continued from page 57

something of general library policies and procedures. Mr. St. John's depiction of the acquisitions librarians in research libraries as harried, rather cynical people who excuse their inattention to what they order by saying that the job is impossible is, in my experience, simply inaccurate. Librarians do not need to read each book they order, for there are a number of professional library journals that review books and even advise librarians concerning their purchases. Academic journals in all disciplines, as well as publications in the popular media, review important books and are resources for acquisitions librarians or subject specialists.

It seems to me that St. John is being overly selective in singling out Mellen for his hatchet work. He is also using far too broad and heavy-handled a blade. Many presses (including well-known university presses) currently require writers to provide a "subvention" to cover the costs of publishing. If St. John considers all books subsidized by the writers to be entirely or mostly products of "vanity," then it seems only fair that he should say as much and identify these vanity presses by name. And do St. John's comments about "Moonie-sympathetic" books contribute to a discernible argument, or are they merely ad hominem attacks? Frankly, I would like to see a more balanced and objective piece on methods of current academic publishing, one that would not concentrate exclusively, and in my view unfairly, upon Mellen.

Richard E. Mezo, *lecturer in English and education, University of Maryland, Asian division, Guam*

For your article "Vanity's Fare" in the September/October issue—thank you, thank you, thank you!

Lynne Rienner, *Lynne Rienner Publishers, Boulder, Colorado*

Warren St. John *replies:*

Of course all presses publish books of varying quality. My piece did not claim that all books published by the Mellen Press, or by vanity presses in general, are of a low quality. The article simply drew attention to the unusually inclusive process by which Mellen selects its manuscripts and to the press's less than rigorous editing process. We understand that some Mellen Press authors may disagree with our analysis, but we stand by our story. It should be noted, moreover, that much of the information contained in the article was provided by current and former Mellen authors.

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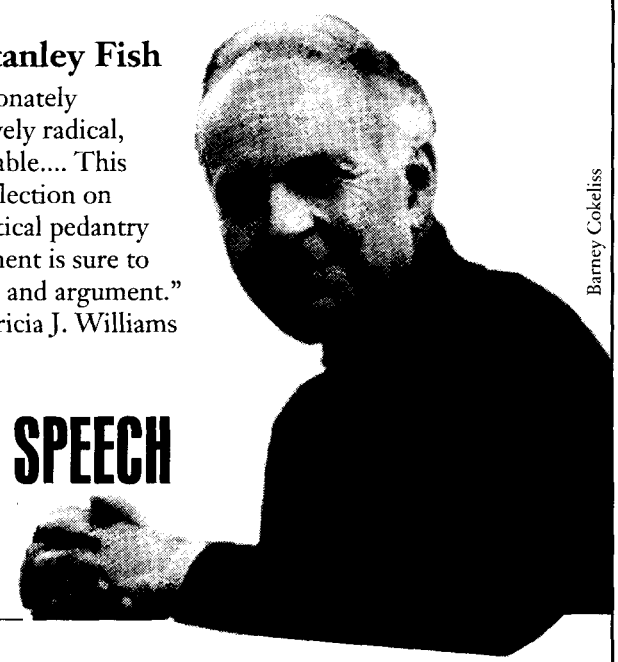

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